

Recreation



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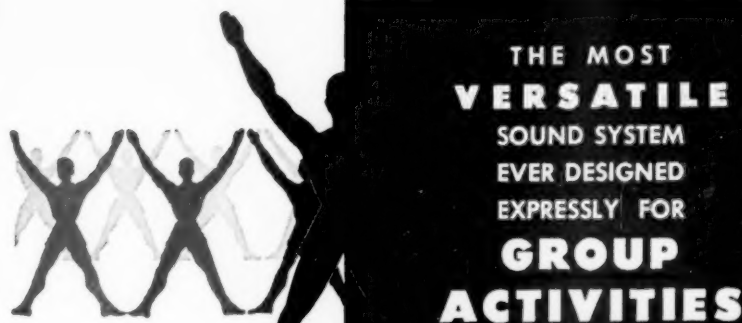
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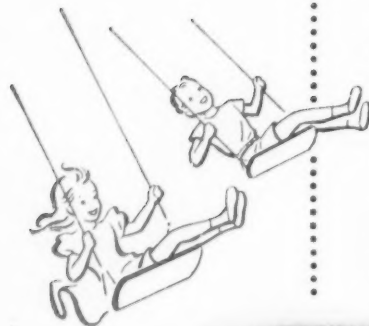
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Vol. XLVII Price 50 Cents No. 2

On the Cover

THE TAKE-OFF. Have you ever known a youngster who does not love to play in the snow? If you are lucky enough to have some of this commodity in your area, make the most of it. Skiing is started with the young in Canada. Photograph courtesy of Canadian Government Travel Bureau.

Next Month

March, with bright sun and windy blue skies, brings a long look at the summer days that lie ahead. This, therefore, will be the month of our special day-camping issue of RECREATION. It includes, among other day-camping materials, excellent how-to-do information in a pattern for day camping, as it is conducted by the Chicago Park District. "A New Venture in Day Camping," by Daniel E. Wagner, of Dayton, Ohio, tells of a successful experiment in the provision of this service for diabetic children. "City Day Camping, Country Style," by Daniel S. Schechter, describes a new day-camping set-up for six hundred lucky youngsters from the sidewalks of New York. The program section of the magazine presents many suggestions for day-camp activities, among them nature lore and nature games, orienteering, vagabonding. Part II of "Planning for Recreation in the Modern City," is by Henry Eagin, Planning Director, Regional Plan Association, New York City.

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Recreation*

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agen-

cies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

JUVENILE DELINQUENCY—In Proper Perspective

Juvenile delinquency is on the front page again! The U. S. Children's Bureau has issued statements recently indicating a high current rate of increase in delinquency. The Judiciary Committee of the Senate of the United States has appointed a special subcommittee to investigate the situation. A great deal of attention is being given to juvenile delinquency in the national and local press. Should we, however, let organized or unorganized endeavors to call public attention to the special needs of the comparatively small delinquent group unduly influence our faith in the basic soundness of our American children and youth?

The published figures on delinquency are not always consistent, and although it appears safe to assume that the number of reported cases is increasing at a greater rate than is the juvenile population of the country, the present rate is still only about three per cent of the total population of the age group concerned. It would be interesting to know what these figures might be, without our many programs for normal, happy and creative living!

This is the other, the happier side of the picture and one of which we in recreation and other related services can well be proud. This is the side presented by the ninety-seven per cent of our youth who are approaching maturity with only the usual aches and pains of growing up. This very large per cent, made up of normal, healthy individuals, should greatly hearten all those in recreation and other youth-serving organizations who have labored so long with our children and young people in positive and constructive ways.

The delinquent group, now estimated at between 350,000 and 400,000 young people, of course presents a serious problem which must be solved; but in

taking a look at the world today, in which our boys and girls must live and grow, let us marvel not at the fact that there are so many juvenile delinquents but at the fact that there are so few. When we consider the difficult strains and adjustments of the present, the uncertainties of the future and the negative pressures on youth from many sides, we should be proud of our young people, and of the many groups which support them in their struggle for normal living—the family, the church, the school, the recreation agency.

Today's increasing delinquency rate is a direct challenge to recreation leadership to increase the provision of community recreation services for all of our young people. Experience has proven the particular need of our program in times of special strain. We are failing our children and young people when we do not battle vigorously and courageously for increased public support for our efforts, and when we accept unwise budget reductions at a time of increasing need.

In replying to the request of Senator Robert C. Hendrickson of New Jersey, chairman of the special senate subcommittee now working on this problem, for the views of the National Recreation Association on juvenile delinquency, I said in part:

"We have always preferred to emphasize the positive approach because we believe that recreation is one of the fundamental essentials of living, and that as the modern-day pressures increase, the wholesome use of leisure time has become increasingly important to all age groups.

"As William G. Robinson said in the May 1951 issue of the *Michigan Municipal Review*: 'With the decreasing functions of the home in our modern-machine civilization, the fields of education, religion, health protection and recreation have increasingly been taken over by public or community agencies.

Together with the home, they form the environment in which the child develops. It is as one of the environmental factors that publicly supported recreation has a place in the development of the boy and girl, and a relationship with the prevention of delinquency. It can supplement the home in the provision of facilities, and in the provision of leadership. It can provide opportunities for the family to learn to play together. To some extent, it can compensate for lack of understanding and harmony in the home. It can never *supplant* the home in providing for the play life of the child.

"Recreation operates in a positive way in its relation to delinquency by building in the boy or girl interests, skills and resources which crowd out the call of the gang. . . .

"The prevention of delinquency is frequently a compelling argument in securing support for recreation. The relation may be hard to prove statistically, its importance is frequently exaggerated, but there are on record expressions of opinions from many judges, probation officers, and police to the effect that recreation programs have decreased delinquency. Fathers and mothers, as well as educators and students of the behavior of children and youth, are united in recognizing that disaster follows where the play life is not recognized in the environment of children and youth."

The fight against delinquency is a battle on two fronts. We must support the forces of proper treatment and care, of which recreation is an important member. We must lead the forces of prevention by making it possible for our children and youth to live normal, well-adjusted lives even in these trying times. Let us tackle the total job in proper perspective—let us be as concerned with the latter as with the former—and let us keep our faith in our youth, and by doing so keep faith with our youth.

MR. PRENDERGAST is executive director of the National Recreation Association.

Things You Should Know . .

▶ A VERY SUCCESSFUL ANTI-VANDALISM CAMPAIGN has been carried out by the Kiwanis and Key Club Districts in New England. Many towns proclaimed "Anti-Vandalism Day," in which the main events were panel discussions on this problem, poster distribution, school assemblies, and cooperation with other youth organizations. Parents, school authorities, civic officials, clergymen, and high school boys and girls of the local communities participated in the project.

▶ IN MATTERS PERTAINING TO JUVENILE DELINQUENCY Joseph Prendergast, as executive director of the National Recreation Association, has been invited to testify at the hearings of the special subcommittee of the Judiciary Committee of the U. S. Senate. It is expected that the Association's testimony on the place of community recreation in the prevention of juvenile delinquency will be presented on January 21. As we go to press this has not as yet taken place; but further information on the hearing will be reported in the March issue of RECREATION.

▶ THE PROBLEMS OF THE AGING are to be surveyed in Hagerstown, Maryland, according to Dr. Philip S. Lawrence, of the United States Public Health Service. This will be on their health and employment problems and will include opinions on retirement.

▶ THE BASIC RESEARCH PROBLEMS discussed in New York in December, at the first meeting of the National Council on Research in Recreation, called by the NRA and chaired by Dr. Luther Gulick, were: Leisure and Its Significance Today—an examination of the

leisure-time behavior characteristics of the American people; America's Recreation Resources—their conservation, development and wise use; Underlying Assumptions and Basic Principles of the Recreation Movement—a re-evaluation; A Research Center for Recreation—the integration of specific research projects into a continuing over-all recreation research policy and program.

Members of the Council and of the Association's National Advisory Committee on Recreation Research will be listed in the March issue of RECREATION.

▶ BOARD MEMBER OF THE NATIONAL RECREATION ASSOCIATION, F. W. H. Adams has been appointed police commissioner of New York City. Mr. Adams has served on the board since 1933, having become interested in recreation affairs many years ago, in connection with the summer camps operated by the Association for the Improvement of Conditions of the Poor. He is a member of the Catholic Lawyers Guild, New York Law Society and the Association of the Bar of New York City.

▶ IN A RECENT SURVEY of the present and potential value of "Active Associate Membership in the National Recreation Association for recreation leaders below the executive level, questionnaires were sent to the country's recreation executives. One-third have answered so far. Tabulation of returns indicates an overwhelming majority feel that all recreation leaders should be "associated for service" with NRA. Said 81.5 per cent . . . "all recreation leaders should be members." Said 87 per cent . . . "all recreation leaders should read RECREATION."

▶ A FEW COPIES OF THE ORIGINAL STUDY, *Recreation Interests and Needs of High School Youth*, a resumé of which appeared in the January 1954 issue of RECREATION, are available from Robert A. Van Auken, Director of Research, Department of Education, 103 Union Street, Schenectady, New York.

On page 44 of the RECREATION article, under *Church*: the word "decreases" should read "increases." Sorry.

▶ THE ANNUAL OBSERVANCE OF BROTHERHOOD WEEK occurs February 21-23, 1954. Program aids and folders can be secured from your nearest office of the National Conference of Christians and Jews, or from Commission on Educational Organizations, 331 Fourth Avenue, New York 16, New York. The theme: "Let's All Get Together."

▶ LOOK UP THE EXCELLENT ARTICLE, "School for Students Age 60," by Merle Miller, which appeared in the October 1953 issue of *The Nation's Business*. It is the story of the interesting Cold Spring Project in New York State, endorsed by Vassar College.

▶ TO MEET MANY NATION-WIDE REQUESTS, for a publication outlining the establishment and operation of a hobby show for older people, the Welfare and Health Council of New York recently published *A Blueprint for a Hobby Show for Older Persons*. The twenty-page mimeographed booklet sells for one dollar a copy. Address, 44 East 23rd Street, New York 10.

▶ DIRECTED to professional and community organizations concerned with group care for pre-school children, the book *The Creative Nursery Center—A Unified Service to Children and Parents*, has been issued by the Family Service Association of America in a paper-covered \$2.00 edition. The book, originally published in 1943, was written by Winifred Y. Allen and Doris Campbell. Order from the FSAA, 192 Lexington Avenue, New York 16, N. Y.

An article on boxing and prize fighting entitled "A Page from a Director's Notebook," appears in the May-October 1953 issue of the periodical bulletin of the United Automobile Workers, CIO and is called to our attention by George Hjelte, general manager, Department of Recreation and Parks, Los Angeles. The bulletin is published at UAW headquarters, 3000 East Jefferson Avenue, Detroit 14, Michigan.

▶ THE IMPORTANCE OF EMPLOYEE RECREATION ACTIVITIES as a part of a sound human relations program in industry is emphasized in a new publication by the Small Defense Plants Administration, *Human Relations in Small Industry* is available from the U. S. Government Printing Office, Washington 25, D. C., for twenty-five cents.

▶ AVAILABLE TO AFFILIATE MEMBERS OF THE NRA is an annual Report Lending Library. A group of successful annual reports from cities of comparable size will be sent to affiliate members requesting them. Reports may be kept for not more than two weeks. Members pay postage and a slight handling charge.

The National Recreation Association is planning to prepare a documented statement on the relation of recreation to delinquency prevention. Readers are urged to submit specific examples of how recreation has actually cut down local delinquency rates. See Mr. Prendergast's editorial on page 69.

REMINDER...

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Editorially Speaking

Shell Your Own Corn

In an editorial, in the *Art Educationist*, editor Clyde C. Clack says:

"There is an old story about the needy farmer who wanted bread but refused a turn of corn because it wasn't shelled. Many people have nurtured a similar attitude toward art. . . .

"Evidence of this desire to have someone else shell their artistic corn has been seen in the long practice of depending on mental crutches to produce pictures, designs, craft objects. . . . These have most often taken the form of tracing or copying pictures; use of pre-drawn patterns for craft gadgets; pictures and objects to color; and ready-formed molds for casting clay or plastic objects.

"Through the years art educators have been striving to overcome this attitude. . . both at school and in the community. They have stressed. . . the importance of original creative work done by each individual. Observations have indicated that noticeable progress has been made. . . .

"During the last twelve or eighteen months, however, this encouraging feeling has received a shock. It has come in a form that seems to be more discouraging to the creative approach than the older practises of tracing and coloring. The old methods did require some effort at drawing and selecting one's own colors. The new 'road block' has eliminated all drawing and even the choosing or naming of colors, because the colors are numbered—also the spaces where they are to be placed—thus eliminating the need for all creative thinking.

"The wide acceptance of these pre-created pictures and craft objects brings into sharp focus the urgency for renewed faith in the value and importance of a sound creative approach to one's art experiences."

Leisure

The third session of the New York *Herald Tribune* Forum, last fall, was devoted to the subject of leisure. Among comments that evening, C. Wright Mills, Associate Professor of Sociology, Columbia University, said:

"The mass production of distraction is now as much a part of the American way of life as the mass production of

automobiles. In fact, the values that make up this way of life are more and more the values of an ethic of leisure. For, as work declines in meaning and gives no inner direction or center, leisure becomes the end of life itself, and the leisure ethic swallows up all values, including those of work.

"The most important questions to ask of any sphere of society are: What kinds of men and women does it tend to create? What personal styles of life does it inculcate and reinforce? . . .

"What leisure—genuine leisure—ought to do is to relax our attention so that we come to know better our true selves and our capacities for creative experience. Beyond animal rest, which is both necessary and for many today quite difficult to get, genuine leisure allows and encourages our development of greater and truer individuality. Leisure ought to be what work ought to be, and what neither of them usually is: a sphere of independent action. . . .

"The so-called problem of leisure, in short, is the problem of how we can heighten the qualities of experience in all areas of American life to such an extent that there will be no problem of leisure."

They Say About Juvenile Delinquency

"The boy who shows up at the city parks and the supervised playground is inoculated against delinquency or he wouldn't show up. Such activities do not attract the cocky, adventurous boy. Why not let the boys form a hot-rod

group—go to the police chief or the mayor and ask for a 'drag strip' where they can test their cars instead of being picked up for going eighty miles an hour?"—*Dr. Walter Reckless, Ohio State University.*

"There is no single answer to juvenile delinquency. It is a problem in the solution of which the community, the school, the church, the home—in fact every good citizen—must play a part. Here are literally boundless opportunities and responsibilities for voluntary welfare organizations."—*Mrs. Oveta Culp Hobby, Secretary, Department of Health, Education, and Welfare.*

"We have a feeling the public is just about fed up with the interminable findings by all sorts of local and national committees which compile facts on juvenile delinquency that are already well established and come to conclusions that have long been obvious."—*Editorial in Script-Howard newspapers, November 17, 1953.*

An Editor's Opinion

We are forever being asked the question: Why doesn't East Orange have a Little League entry? The answer we give is that East Orange had midget and junior baseball leagues before Little League was ever heard of, and still has them. Little League gets a lot of national publicity, too much we think sometimes, but the primary purpose of it all is to get youngsters playing baseball. They can do that in East Orange with uniforms and with organized leagues. And we don't get any of the professionalism and commercialism here that seems to be a part of the Little League program. Little League is fine where you have no other baseball program, but we have a program here, and a good one at that.—*East Orange Record, New Jersey, July 1953.*

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Old police station was converted into Plain Street Recreation Center.



Gymnasium adjacent to pool is used for dressing and showers in summer, indoor activities during the winter.



They take their painting seriously. This is an arts and crafts activity in all centers.

Recreation in Providence

Dorothy Pratt

FOR the first time in its history, Providence, Rhode Island, now has a year-round public recreation program. Three full-time indoor centers house varied activities for twelve months of the year. Seven junior high schools and two new gymnasiums operate in the fall and winter. There are two new outdoor swimming pools adjacent to the gyms, now the most popular summertime facilities, and forty-two playgrounds. Seasonal gaps are filled with city-wide community events.

Providence now ranks well up among the cities of its size in facilities and activities offered its young people, with a start made towards provision for adults too. All this has grown from an inadequate summer playground program, which was all that the city had seven years ago.

As has doubtless been true in other communities, World War II, with its labor and material shortages, played

havoc with the recreation program in Providence. It was impossible to get qualified recreation workers, even had there been the same conception of desirable personnel standards in Providence that there is now. Many times, boys and girls scarcely older than the playground children themselves were hired as leaders.

The general unrest of wartime may have been one cause for widespread vandalism. Playground shelter houses were wrecked. Materials and labor were not available for repairing them. General dilapidation and neglect characterized the playgrounds throughout the city.

Children showed the effects of this situation in restlessness, even greater than that brought about by war and post-war dislocations. Juvenile delinquency was its most serious manifestation. Social agencies and, increasingly, the general public demanded reform.

The then Mayor Roberts, now Rhode Island's governor, accepted the challenge. Appointing a committee of leading citizens to advise him, he called for

a million-dollar bond issue for new recreational facilities. This the voters approved in 1946.

It was spent for repairs to thirteen old playground shelter houses, the erection of ten new ones to replace those which had been wrecked beyond repair, the two new Olympic swimming pools with attached gymnasiums, and for several new playgrounds and playfields.

In 1947, a new department of recreation, independent of the park department which previously had jurisdiction, was organized. Among other things, the new department undertook to maintain its own play areas, which operation now takes by far the biggest slice out of its budget.

Since that time a second million dollars has been approved. Earmarked principally for two more new swimming pools, its expenditure awaits its place in the time schedule of the city's capital expenditures for all municipal improvements.

The annual budget to operate this greatly expanded plant has jumped four times—from around \$50,000 to \$234,-

MISS PRATT is on the staff of the Providence Journal and the Evening Bulletin in this recreation-minded city.

937 for the fiscal year 1953-54, as compared to that of \$257,393 in the previous year. Pool-use fees offset this a little. The last increase is accounted for by a general increase in salaries and wages for all city employees.

Most recently the city plan commission, in a master plan for playgrounds and playfields, proposed that the city spend approximately \$6,000,000 more over the next twenty to thirty years to distribute play areas more evenly throughout the city. Providence is handicapped by the fact that many of its existing grounds, located on rough hillsides, cannot be used to advantage and because playgrounds were established before population growth changed the areas of greatest need.

The new department of recreation has a committee of seven, meeting monthly with the mayor and director, to advise on over-all policies. Members are the judge of the juvenile court, superintendent of schools, an Italian settlement house director, CYO director, a Negro of high standing, a Jewish and a Protestant civic leader—the latter two being women.

The administrative staff consists of a director, two assistant directors, two full-time recreation leaders, one music-recreation leader and a director of public relations. The maintenance division is headed by a superintendent and employs thirteen full-time laborers and ten part-time workers.

One swimming instructor is in charge of both pools. In addition, each pool has two engineers, two watchmen, two cashiers, two ticket takers, four counter persons, four hygiene inspectors and five lifeguards. There are a man and a woman director and two recreation leaders at each pool gymnasium, plus

mechanical help. Each of the three indoor recreation centers has a director and from two to three full-time recreation leaders, as well as part-time recreation leaders and specialists. The school centers also are staffed with directors and recreation leaders.

National Recreation Association personnel standards are followed for the most part. In the early days of the new department, prospective recreation workers were required to attend NRA training institutes. But more recently in-service training from department officials has been established.

What do the children get out of all this?

Periodical city-wide events are held. These include fishing rodeos with the swimming pools stocked with trout; pushmobile and kite races; Thanksgiving turkey and Easter egg hunts; snowball contests; bicycle races with emphasis on safe riding; ping-pong and checker tournaments; pet shows and block dances.

The department cooperates with the *Providence Journal* in running twenty-four basketball and thirty-two baseball teams for boys fourteen years old and younger, and eight girls' basketball teams. With its own two hundred summer baseball teams, it is estimated that four thousand girls and boys participate.

Periodically there are city-wide field days in outlying parks where children gather for day-long programs of sports and contests.

It was an interesting conversion of facilities when an old police station in one of the most congested districts of the city was renovated into an attractive center for boys. (It is still bright and colorful after several years' use because the boys themselves wash the walls and floors.)

The city acquired another three-story brick building with attached gymnasium when it exchanged other property for the former Jewish Community Center building. Largely served in this area is a Negro district. An abandoned school building in another crowded area brought a wide variety of activities to a population in which Portuguese and Irish prevail.

One of the most constructive activities in this last-mentioned building is a toy-lending library. Toys are gathered and repaired by the local branch of the American Association of University Women, and private-school girls stock it. Toys are loaned by card, as are books from a public library. Child patrons



Recreation department clothes-and-toy auction raised money to buy playground equipment for Worcester tornado victims.

creditably meet the challenge of returning the toys intact and in as good condition as can be expected from normal youngsters.

Activities in the pool gymnasiums during the winter emphasize the dual service of these facilities—outdoor swimming in the summer time and indoor use the rest of the year. Private organizations such as the CYO and private settlement houses have been given use of the gyms when it did not conflict with that of the department itself.

Music, dancing, sewing, some cooking, painting, arts and crafts, jet-auto racing, dramatics, parties, woodworking, charm schools, quiet games and gymnastics are on the programs of most of these centers. The recreation program is facilitated through the use of the schools' machine, art-metal and woodworking shops.

Summer playground programs have expanded greatly. Weekly special events vary the tenor of traditional activities which might otherwise become monotonous as the summer wears on.

To date, activities for adults have included family fishing rodeos, neighborhood movies and social hours for old people in a housing project.

The NRA district representative says of Providence:

"Last year the Providence recreation department exceeded the million mark in numbers of participants. This does not include spectators. Jack Cronin is doing a fine job in assisting private agencies; his special activities department is outstanding. There are about sixteen special events on a city-wide basis during the year. He has a special TV program on the air very frequently. These are 'live' programs including the children of the city. There has been an excellent reaction to this—from both the TV station and the public."



A wilderness stopover on Sarah Lake in the Quetico Province Park, Canada, was taken during an American Forest Trail Rider's Canoe Trip.

Let's Take A Canoe Trip

Sigurd F. Olson

WHAT MAGIC in those words, adventure, wilderness solitude, packs and portages, and canoes slipping down wild beautiful waterways. Canoe trips mean getting away from the conventional—roads, airplanes, motor boats, established camps. They mean tents and sleeping bags, campfires and the calling of the loons, northern lights, and singing. Canoe trails will always have appeal, just as they had appeal to the men of the wilderness two centuries ago.

In the early days voyageurs of the Hudson's Bay Company traveled the Quetico-Superior region up along the Minnesota-Ontario border just as modern voyageurs do today. They were hardy men from Montreal and Quebec, who lived bountifully on peas and pork and whatever else they could find along the trails. They packed prodigious loads and paddled twenty hours a day. Weird legends have come down to us of these loads, how they scorned anything less than two of the regular ninety-pound packets of fur.

Mighty men these French voyageurs, and happy men to boot, proud of their calling as only men can be who have learned to love a way of life. They liked to sing as they fought their way across lakes and portages and their ancient chanson echoed from the shores wherever they went. Countless rivers, portages, and lakes, from Quebec to the headwaters of the great McKenzie in the far northwest, bear such names as Lac la Croix, Dieu Riviere, Maligne and Grand Marais, testimony to their passing.

MR. OLSON is the wilderness consultant to the President's Quetico-Superior Committee, and wilderness ecologist for the Izaak Walton League of America. He is at present the president of the National Parks Association.

For almost a hundred years, along their route, the waterways were forgotten, but now once more there is singing and joy on the trails. Today a new type of voyageur is with us, thousands of young men and women from the towns and cities of the United States and Canada. They are carrying on the traditions, following the historic routes along the border, camping on the old campsites. They have entered into the wilderness way of life with the same joy and abandon as the voyageurs of old.

To those who have never taken a canoe trip, it seems like an impossible thing to do. Sure it would be fun, you say, but I don't belong to an organized group and just don't know how to go about it. What sort of equipment does one take. How about maps and food and getting lost in wild country? How does one get along out of touch with stores and supplies? And isn't it a pretty reckless thing to do if one isn't a good paddler?

Such questions are legitimate but they can all be answered easily. For a good many years I acted as guide in the wilderness canoe country of the Quetico-Superior and for some time after that as manager of an outfitting post. I've seen a lot of inexperienced parties go in and know what they are up against. I've also seen them come back hardened and

brown, paddling like veterans and already planning their next year's trip. The majority of them were as green and uncertain as you, and not a little apprehensive, but this they all had in common, they wanted to know what wilderness living was like. They wanted to get away from civilization and they all had a deep inherent love of the out-of-doors.

Actually it is a very simple thing to prepare for a canoe trip. You can either bring your own outfit and food or depend on one of the outfitters at your jumping off place. Suppose you don't want to go to the expense and bother of assembling your own outfit and transporting it to your starting place, then all you have to do is write to the outfitter, let him know how many there will be in your



Putting a canoe into Brent Lake at the end of portage on the same trip. Portages can be fun, if they are taken right.

party and how long you will be gone. For an average charge of about five dollars per day per person, he will have your food and outfit packed and ready when you arrive, load you up with maps and good advice and start you off for the wilds without more ado. He'll take care of your car while you're gone, or meet you at the train, bus or airport, store your valuables, collect and hold your mail, and even send back postcards at convenient intervals as I did once, saying the conventional and reassuring "Wish you were here, having wonderful time."

It is as simple as that; and I know because I've started a good many parties out just that way, have seen them weave down the first waterways and return later like old timers heading straight for the landing. The only qualification is that you be in reasonably good health, have a disregard for mosquitos and black flies, rain and wind and sleeping on the ground, not to mention the necessity of carrying things and being on your own.

If you want to assemble your own outfit and keep it for trips year after year, you can follow the list below for two people and not go far wrong.

Canoe—fifteen- or sixteen-footer.

Paddles—two and a spare.

Yolk—for carrying canoe.

Tent—seven-by-seven with good mosquito bar sewn in.

Nesting set—three pails with good handles.
Frying pan—medium size.
Grill—optional.
Reflector oven—optional.
Miscellaneous utensils, knives, forks, spoons, plates, cups, pancake turner, can opener, good lightweight axe.
Air beds—two three-quarter-length, lightweight.
Sleeping bags—lightweight, down or wool, or a double and a single wool blanket per person.
Packsacks—two or three with a duffle bag. (A pack basket is a good addition.)
Ponchos—lightweight.

Your personal outfit should include a flashlight, waterproof matchbox, compass, knife, first aid kit, camera and film, fishing equipment. Beware heavy tackle boxes—all you need for a wilderness canoe trip, if lures are chosen carefully, is a very small package.

As far as clothing is concerned, you need only take along what you would ordinarily use at any camp in the north. Include a change but no more than one. There is always plenty of water for washing clothes. Most people on their first trip take far more than they need. A warm jacket or sweater, or a wool shirt, are good for a cool evening, and don't forget a pair of moccasins and extra wool socks. A good voyageur can put all of his personal things in a very small pack. The real mark of an amateur is an oversized pack of items that cannot possibly be used.

As to food, there is always the matter of personal choice. However, the standard food list for two people for ten days is time tested in the north and works out pretty well as far as variety and amount is concerned. There are always basic items which must go along no matter what your preference, but there is usually plenty of room for variety. The essentials are:

1 lb. shortening	1 lb. rice
5 lb. bacon	2 pkg. dehydrated potatoes
2 lb. ham	2 pkg. dehydrated soup mixes
½ lb. salt pork	2 lb. brown sugar for syrup
½ lb. dried beef	1 lb. regular coffee or 1 can instant coffee
1 lb. corn beef	¼ lb. tea
1 lb. summer sausage (hard)	½ lb. salt
1 lb. cheese	1 can pepper
1 dozen fresh eggs or dehydrated eggs	1 can dehydrated cream
2 lb. tinned butter	2 pkg. dehydrated milk
1 lb. onions	3 lb. dried fruit
1 lb. navy beans	2 small cans tomatoes or tomato concentrate
2 lb. white sugar	1 pkg. raisins
1 lb. flour	2 bars German sweet chocolate
2 lb. Bisquick	1 jar jam
1 lb. corn meal	1 box matches, large
1 lb. pancake flour	2 dish towels
4 loaves bread	2 candles
1 pkg. hardtack	1 large bar soap
1 lb. oatmeal	1 DDT bomb
1 pkg. macaroni	1 scouring pad
½ lb. split peas	1 roll toilet paper
½ lb. lima beans	

NOTE—There are many dessert and baking mixes available as well as concentrated and dehydrated meal preparations which can supplement the above. It is taken for granted that fish will be added to the above list.

Breakfast should be a substantial meal: pancakes and bacon, dried fruit and cereal, plenty of coffee, tea or dried milk. Most of the work of the day will be done before lunch, that is if you get up with the birds as you should. The wilderness is no place for a piece of dried whole wheat toast, a cigarette, and a cup of black coffee. You want food that sticks to your ribs, that gives power to your paddle and ambition on the portages.



Open point with view and breeze, is prerequisite of ideal campsite. Above choice shows Sarah Lake from high bluff.

Lunch is snack time: hardtack, cheese or hard summer sausage, raisins, a bit of chocolate bar, and on a wet day a cup of tea. If you eat more than that you'll be loggy the rest of the afternoon. Build up your appetite for the big meal of the day.

Supper time is the big affair, and you can go the limit. If you have picked up a fish during the afternoon, you can use that with plenty of rice, or beans, or dehydrated potatoes, finish it up with a bowl of dried fruit or blueberries or raspberries in season, perhaps some hot biscuits or cornbread from your reflector oven. The main thing to remember in wilderness cooking is simplicity and variety. There is no reason why you cannot live as bountifully off the ordinary basic food list with a little ingenuity as you can in town.

As far as paddling is concerned, the hardest thing for the amateur to learn is the stern or spoon stroke—learning to bring your blade out of the water with an outward or spoon-like dip. Many never master it, but actually it takes only a few minutes to learn and, once learned, it is the only way to paddle a canoe. All old-timers use it and it works as no other stroke does. It is well to remember that the upper hand and wrist do all the work, that the lower hand is merely the fulcrum.

The bow stroke is very simple but the bow man must remember that it is his responsibility to set the timing for the stroke and to watch out for rocks. He will learn many little tricks in time and he should trade off with the sternman to get the experience of actually guiding the canoe.

In paddling, balance and poise are more important than anything else. If you can ride your canoe as though you were riding a horse, adjusting yourself instinctively to wind and current, then you are on the way. Once you get the feel of a canoe, it becomes obedient almost to a change of thought. That is perhaps why paddling a canoe gives more satisfaction and joy than almost any other form of locomotion. Perhaps that's why the voyageurs sang.

Packing over the portages requires much the same technique, balance and poise. Never overload your packs and never try to carry too heavy a load. Don't try to do what the voyageurs did: and forget about the head strap until your neck muscles are broken in. Double back over a portage rather than try to make it all in one trip. Even the voyageurs did that. Remember that time is not important back in the bush and that portages can be as much fun as paddling.

Canoe yokes are far better than paddles for carrying, but they too should be well balanced so that the canoe on your shoulders does not tip one way or the other.

In planning your day, get up early, say five or five-thirty. Enjoy the cool of the morning, the bird songs and the freshness. It is a shame to sleep away the best part of the day. Get breakfast over with, camp taken down, and the outfit packed and ready for the trail long before the sun is high.

Never make camp later than four-thirty or five in the afternoon. In that way you can get camp set up and supper dishes done in time to enjoy the sunset and perhaps take a quiet paddle before you roll in. It's no fun pitching camp in the dark: and if you're going to get up early, you've got to get a good night's sleep.

Pick your campsites on open points and islands, preferably with a view and a breeze. Campsites are far more than just places to pitch a tent and cook a meal or two. Half of every twenty-four hours is spent there, so the site should be as convenient and delightful as possible. Campsites are wilderness homes and as much care should be taken in their choice as though you planned to stay there indefinitely.

The wilderness camper has a real responsibility toward these stopping places, not only as far as his own enjoyment is concerned but to those who may follow him. When he leaves, every bit of evidence should be picked up, every bit of string, tin foil, or paper. All trash and garbage should be burned and then the remains buried. Cans and glass should either be sunk in the deepest part of the lake or buried far from the campsite itself. Then poles and stakes should be neatly stacked and the campsite given the appearance of having been newly scrubbed and cleaned. No good woodsman ever leaves a messy camp. It is simply good courtesy to leave it fresh and uncluttered. As an added bit of thoughtfulness, he might leave a little pile of kindling and some firewood next to the fireplace. That one little touch will make the newcomer happy.

But one of the most important things to remember if you are contemplating a canoe trip is to prepare yourself as to the country's history long before you go in. If it is to be the wilderness lake-country of the Quetico-Superior, read up on the voyageurs and the early explorers so that you will realize as you traverse the ancient waterways that here was a highway of romance and adventure long before you were born. The enjoyment of any country is increased tremendously if you know something about it.

It will also increase your appreciation of the wilderness interior of the Quetico-Superior region if you inform yourself of the long conservation effort of the President's Committee in cooperation with the U. S. Forest Service and the great conservation groups such as the Izaak Walton League of America who for over a quarter of a century have attempted to protect its wilderness character from exploitation by commercial interests. When you paddle down those lakes and rivers and see them as the voyageurs must have seen them two hundred years ago, it is worth knowing that they have not changed simply because a great many people have thought their preservation worthwhile. (See book review, *Land and Water Trails*, page 123—Ed.)

THE discussion of this subject has been marked over the past decade, at least, by a futile search for a formula. There was the formula that stated that the public recreation agency provided basic recreation services which everyone needs, while voluntary agencies carried out the experimental and demonstrative services.

There was another formula to the effect that public agencies should provide recreation services to those who can make use of them without much encouragement, while the voluntary agencies must go after the hard-to-reach groups.

Again there was the formula that public agencies should provide facilities—expensive gymnasiums, auditoriums, swimming pools, and so on. Voluntary agencies would provide the highly skilled workers needed to conduct recreational activities.

One must not conclude that the reverse of these formulas is true. Rather, if there is anything that is nearly generally true, I believe it to be the statement by a veteran superintendent of recreation, now retired, who said, "The public agency can do anything the taxpayers want it to do." Even this needs certain exceptions, for example: (a) "except promoting the interests of a particular religious faith," and (b) "except promoting social action against itself." In spite of these exceptions, the statement serves as a valid and needed warning to voluntary agency workers who are inclined to have a condescending attitude toward their colleagues in the public departments.

If the conclusion is generally sound that the public departments can do whatever the citizens want them to do, the division of labor between the public departments and the voluntary agencies is different in different communities. Planning the recreation services for a community, therefore, involves a diagnosis of the local situation, in order to determine how far the public departments can go toward meeting everyone's need for recreation.

In making such diagnoses, there are some considerations that should always be in the minds of those responsible for recreation programs:

1. The appraisal of the local situation is the responsibility of all agencies offering recreation services, and requires the participation of representatives of the general public as well.
2. The public departments are responsible to the total community. If public recreation funds are inadequate, and they usually are, the public department cannot justify the provision of a rich and well-rounded recreation program to one section of the city and little or no services to another. Nor can it expect a lone playground supervisor to forsake the large number of children who make extensive use of the program in order to seek out and woo a few individuals or groups who need very special attention.

MR. JOHN McDOWELL is the executive director of the National Federation of Settlements and Neighborhood Centers.

Public-Private Responsibilities for Recreation Services

John McDowell

3. The responsibility of the voluntary agencies does not end with participation in the diagnosis of the community's readiness to support a good public recreation program. Each agency, through its board of directors, staff and members, is in a position to influence public opinion. It can, therefore, perform valuable service to the recreation needs of the community by developing stronger and more generous public support for municipal recreation departments. I firmly believe that the voluntary agencies working with people in their leisure time can be more effective in achieving the purposes for which they were established if the needs of people for recreation are richly and fully met through tax-supported agencies.

The assumption behind this belief is that each voluntary agency and each public agency has its own distinctive purpose and function. Because all are working with people during their leisure time, along with churches, fraternal and social organizations and commercial recreation, all are contributing some part of the total recreation services available to the community. However, it does not follow that they are completely interchangeable.

The ideal relationship among the public and voluntary agencies providing group work, informal education and recreation services to a community is one of teamwork. This teamwork is called for in studying the community, its needs and resources. It is needed in planning as varied and as full a recreation program as the community is willing to support.

It can only happen where the leaders of each agency know and respect the purposes, resources, and special functions of every other agency. Moreover, these leaders recognize that the desired goal is that people of the community shall have the best possible recreational opportunities, rather than that one's own agency shall gain special advantage.

PART I

This is the first of three talks delivered, by top planning experts, at one of the best meetings of the Thirty-fifth National Recreation Congress. These will be published as a series in RECREATION, and will later be available, as a unit, in reprint form.

PLANNING for RECREATION in the MODERN CITY

Hugh R. Pomeroy

MY PURPOSE TODAY will be to give a little background of what planning is as a function of municipal administration. One of my current classes at Columbia covers a full semester on this subject, but I shall try to summarize it briefly. Then Mr. Fagin and Mr. Howard will proceed to bring the subject down to earth. They are two of the most brilliant planners in the United States, bringing to their work not only great competence in craftsmanship but tremendous ability to think clearly. Mr. Fagin will discuss something of the objectives of planning and the alternatives that a community must examine in making its choice as to the kind of community it wants to be. Mr. Howard will deal somewhat with methods and considerably with the criteria of evaluation of the things that we undertake to do in recreation.

Just what do you mean—modern city? When you come into Philadelphia or New York, or any other city, except one that was built yesterday, it is modern in the sense of existing in a day that we call modern, but it is the aggregate of the physical things that people have

been doing (or what has been left of them) during the whole lifetime of that city—the things that were motivated by considerations of the moment but which leave an impression on the city that subsequent generations have to live with.

A little group of Dutch villagers established their houses and other buildings and laid out their streets on the lower end of Manhattan Island in accordance with the location of the swamps and the hills and the streams, and the relation of residences to the waterfront that existed three centuries ago—considerations that lost their significance the greater part of three centuries ago but that dictated the pattern of urbanization of that little community, its crystallization into a structure of streets and building locations and diversity of ownership. Those considerations of three centuries ago determined the street pattern that we today must continue to use on the lower end of Manhattan. A city is the resultant of what may be called the physical residua of what people do from year to year and month to month and day to day, motivated by considerations that are important at the time.

Planning simply seeks to set an objective for the city out of which are de-

veloped patterns and standards that will give some guidance to the things that are done currently in the city—by the city itself and by the people of the city—so that the resultant community will be one that serves the objectives of human welfare that the community has set for itself.

I recently had an interesting discussion with the members of my class, at Columbia, in planning administration. I thought that I would find out what their concepts were, as a guide to me in emphasis in presenting the course, and I asked them what they thought city planning is. I used the term “city planning” as a generic term for all community planning. One student, without even pausing for breath, said: “City planning is the coordination and rational integration of the physical, social, and economic forces that impinge on the urban complex.” That went by so fast that you couldn’t even catch it—although there is really a lot to it.

Another member of the class said: “I am with an engineering firm and I have to deal with planning boards in tank towns and whistle stops and they don’t know anything about planning, but they have got the power to prevent me from making a fast buck and I have to learn

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enough lingo to talk faster than they do. That's why I am taking this course." He was perfectly honest, and I think we are going to have an interesting time. Somewhere between those two viewpoints is the reality of planning.

Conflicts may arise in the use of land and the provision of public facilities. One of the geniuses of planning is that it deals with the "togetherness" of things or bringing things into relation and finding out how they should balance, not only in physical relationships but in their claim for public attention as part of the administration of the municipality and in their claim for the allocation of funds by the municipality. You can't get an orderly answer, either as to the physical togetherness of things, or in the evaluation of the budget of time and money to provide things, without the process which we call planning. There is a lot of hokum about planning and about what master plans are, but planning is really

nity? Public things and private things. The public things are streets and playgrounds and sewer systems and public buildings and park areas, and so on, and in the main the community itself is responsible for these. Mr. Fagin, particularly, will indicate how prior determinations as to policy should influence the provision of these things. The private part of the community is the bulk of the community. It consists of land, and what people do on the land, and how they use it, and the things that they put on it. Planning provides a pattern for the location, character, extent and timing of the public things in the community—a pattern, if you please—and it provides a guide that is not quite a pattern in the same sense of the term for the physical form and character of what private people do with and on the land.

Now with respect to the public things, the planning function itself initiates and carries out public action. With respect

ate all the operations of municipal government. It must become a way of doing things. The planning board is the one agency whose only function is that of planning, of studying and evolving proposals for recommendation and, to some extent, of participation in the administration of the application of the resulting policies to the development of the city as to its form and character. But the planning function, in its most important aspects, is a function of the legislative body, and a function of the executive, and a function of the administrative departments of government, with respect to which the planning board has a coordinating responsibility.

The planning board does have the viewpoint that sees the togetherness that must be had in order to do an effective job of guiding the form and character of the community. It must do a sensitive job in evaluation of the forces that are impinging on the community. But, again, the planning function is one that must permeate the entire structure of public administration.

In our own county we have had a striking example of this with respect to the function of our department of planning in the capital budgeting process of the county, under which the county lays out a program of capital expenditures over a period of years. We are operating under a recent charter amendment that changed the original setup because it wasn't working. Under the former scheme, the planning commission wrote letters to the budget director and the board of supervisors giving its recommendations on projects. The commission supposedly had responsibility for actually doing the programming. This involved fiscal planning, but the commission never could find out the limits within which it was supposed to program, and never could do any actual programming.

The new charter amendment limits the commission's function to physical planning but it makes the commission a participant in the work of a group operating at the top policy level. By this process planning begins to take on an effectiveness that it could not have when the commission merely made recommendations from the outside.

The planning process consists, first,

The terrific competition for land, which is increasing instead of decreasing in our communities, makes planning for recreation in the modern city an important consideration today. Unless land is set aside when it is available, it will be difficult to provide for the recreation needs of the people in our cities of tomorrow.

just plain common sense. Planners are frequently called stargazers and I suppose planners who make plans without any idea of what is going to be done about them merit the name; but if you want to get a real stargazer, a person who is really impractical, take the guy who thinks of himself as being practical and thinks that he can deal with problems of community development in a fragmentary way and without doing some long-range thinking.

We are concerned, in our planning, with the physical community. We are concerned with how land is used and how people get around and how the physical facilities of the community are arranged. What makes up the commu-

to the private development of the city, the process of planning gives direction to forces in motion. You can designate a residential area in a zoning scheme but that, of itself, doesn't build a single house. The planner needs to know what forces are in operation in the community and how to give them direction toward the production of the kind of community which is desired.

As to the machinery of planning, we think a great deal about the planning board and may think that planning is what the planning board does. If that is so in a city, if the planning function is the exclusive function of the planning board, then that city isn't planning. Planning is a function that must perme-

of basic studies of the community and what is happening to it. There is obviously no time here to go into all the rather sensitive factors that must be taken into account in this regard. Then comes the formulation of plans, expressed both in lines and spaces on a map and in standards and policies. All this is prefatory to programs for carrying out the plans. These programs fall into two major categories: the things that are done as a guide to public action and the things that are done to influence private action. The things to guide public actions are (a) the capital budget and (b) the use of plans and planning as guides in the current administrative operations of government. Let me illustrate the latter. When the municipality takes over some tax-foreclosed land, there should be someone who says, "Let's see if we need that land for a playground," and there should be an established municipal policy and a

plan by which to determine that question, as against the thoughtless urge to get all tax-foreclosed land back on the tax rolls as soon as possible.

Incidentally, this idea that taking land off the tax rolls is necessarily bad is dangerously misleading. The largest single kind of land in the urban community that is off the tax rolls is normally that which is devoted to streets. If that land were not "off the tax rolls," there wouldn't be very much else on them. So it is with all those things that are necessary to provide sound community life. If we don't take land off the tax rolls for playgrounds and parks, we don't make it possible to develop the structure of values that the community wants on the tax rolls—if you put the question in terms of dollars and cents.

The community plan as a current administrative guide is an exceedingly important thing, and that is one reason why planning must permeate the oper-

ations of government and become a concern of all the operating departments.

With respect to private action, planning seeks to establish guides for what people do on and with the land. Thus there are patterns for land development that are exemplified in the official map and in subdivision control; there are patterns for the nature and the intensity of the use of land as expressed in zoning; and there are various other regulatory devices for giving a general guide for the forces of private enterprise in motion. Finally, planning is a continuing process, and it requires continuing re-study.

That is a thumbnail sketch, in probably bewildering form, of some of our concepts of planning. In the next two talks, I want you to get a real story that you can put to work, as told by the other members of the panel.

(Continued by Mr. Fagin next month.)

RECREATION at the grass roots

Quoted from talk by Governor McKeldin at the Governor's Conference on Recreation, State Teachers College, Towson, Maryland, March 1953.

The nearest thing to home-style recreation is the strictly community teen center — where youngsters are all members of the same general neighborhood, getting together for a social evening on one or two nights — preferably one — each week — where each knows and understands the other — and where each is known and understood by the supervisor in charge.

I am definitely not sympathetic to that opposite extreme which permits wandering bands of teen-agers to attend one center on one night and another on the next, getting to as many as possible in the course of a week. I understand that most of the centers' operations are on Friday or Saturday nights, but almost equally bad is the group trip to several recreation centers in a single night.

Frequently the wandering groups are looking for trouble of one kind or another — and frequently they find it. Unfortunately, such trouble usually involves boys and girls who were not looking for it.

There is, I understand, one professional viewpoint that the teen center would not be serving its best purpose if it were to bar anyone, including the known trouble makers —

from attendance — that it always is the hope of those in charge that the wandering groups may be shown the error of their ways and somehow brought to reform.

That, perhaps is the basic theory and the noble viewpoint.

But surely, those in charge of the public teen center have an obligation to the young seekers after clean recreation and wholesome pleasure, as well as to the parents who entrust their children for the evening to those in charge of the centers.

Yes, I believe that the community teen center — strictly for the community youngsters and their bona fide, approved guests — is the only one which has a chance of accomplishing a true recreational purpose, and a good community service. I feel that those parents, who are deluded into believing that their children are benefitted by frequenting several different teen centers are making a serious mistake.

The recreation profession is a worthy one, capable of doing much good for the nation, the state, and the community in which it operates. It has done much good; and the opportunities are great for far more important accomplishments. It is because of my long standing interest in the profession and its great work that I hope it shall avoid spreading itself too thinly — too far from the grass roots of its purpose — too deeply into the morass of impracticality.



A Grand Junction sign on main highway. Families have stayed over a day for children to complete craft projects.

Welcome Hand for Tourists

Eugene Hansen

When Gene Hansen and his family went on cross-country trips, he spent lots of time looking for places where he could stop and let his children play and relax from the confinement of the automobile. He had a hard time finding such places. So, when he returned, he went to his city manager and local chamber of commerce with a proposition for Grand Junction—which is on the main highways.

The summer of 1952 saw the start of this program. Twenty-four states were represented in the registrations of children. Parents looked up the city manager, chamber of commerce secretary, recreation director, to thank them. The story of the new venture is presented here.

THREE years ago the recreation commission of Grand Junction recommended to the community that we extend a welcome hand to travelers passing through our town. This friendly attitude of our community is reflected in the sign you see in the picture. Our first thought was for the children of the tourists who might enjoy a comfortable place to relax, exercise and release surplus energy.

The chamber of commerce provided funds for signs and the city park department cooperated to see that these were located on the main highway so that all traffic could be directed to one central park where the program for tourists would be tried. The recreation department called upon their trained playground specialists to devise programs which could accommodate these visitors at any time.

First, one person was designated to meet the tourists as they parked, introduce themselves and to invite the children to take part in our program. In one section of the park we might have a story hour or a music hour, or maybe a softball game was in progress, or boys were shooting baskets on the basketball courts, or the craft instructor had a class in woodwork or plaster of Paris

molding, or one of the teachers was teaching a tap dance or folk dance class, or the visitors liked to play badminton or ping-pong, or maybe the little tots would slip into a bathing suit and cool off in the wading pool. In the evening from 7:00 to 9:00 on special occasions we had free movies and some other special attraction such as a pet show or a doll show.

Each visitor was made to feel at home, and suggestions were made to direct them to one of the activities. From then on they became a part of the program for the day.

The use of the picnic tables and the outside grill was also free for the visitors.

At the end of the season, we had received comments of gratitude from almost every state in the Union and from foreign lands. Of course, all of these comments were favorable.

If we have some improvements to make, which we always have, they might be to work closely with our chamber of commerce and provide information about our area which might be of interest, and also to call attention to any special recreation attraction which might attract the tourists in the evening.

Since we live in a community of less than 25,000 people, we probably are spared some of his administrative prob-

lems of a large city; and this program might become a deterrent to a community if the leaders did not have the control of the participants in the park. Every community will have to adjust this program so as to guard against offending the visitors.

The next time you take a trip, notice how you welcome an invitation to use the parks for a rest for yourself as an adult as well as for your children.

Imagine, if you will, a network of recreation programs across the nation. We in recreation could band together and sell recreation by just selling our local communities on the importance of opening our hearts and sharing our blessings with other people as they travel on their vacation.

Tourists will spend enough money in your area to pay back whatever additional money you must budget to help offset the costs of instruction and materials. Many visitors will remain an extra day just to follow up some interest of their children which originated in the park.

If this idea appeals to you, may we suggest that you begin by joining hands with the recreation department near you and direct attention to the next "WELCOME TOURIST PARK PROGRAM" on any chosen route across the nation.

MR. HANSEN is director, Recreation Commission, Grand Junction, Colorado.

Is Hospital Recreation on the Move?

Hedley G. Dimock



• The present intense interest in the development of hospital recreation brings a stimulating exchange of thought on types of recreation approaches to bring out its greatest values. RECREATION hopes to present to its readers some of the many and varied viewpoints and experiences in this field.

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THE last eight years have seen a great increase in the number of hospitals forming departments of recreation or providing a recreational program for their patients. The increased use of recreation is reassuring to the leaders in the recreation field. It shows that recreation is being increasingly understood and accepted. Today, there seem to be three levels at which hospital recreation programs are functioning. First, there is the type of program that gets people together with the chief objective being fun and amusement; second is the "activity catharsis" recreation program, built around the specific needs of the individual and group, with activities that are selected on the basis of these needs; and third is the program that does not operate as a separate entity but which, primarily, works through the people who are members of the group to be considered. This last type attempts to strengthen the basic skills of the natural leaders so that they are more capable of administering for the total needs of the person and of the group.

Recreation as Amusement and Activity

The "fun" type of recreation program in the hospital is often divided into two parts: amusement, and activity. There are the parties, professional entertainment, movies, and TV which are the chief attractions. These are interspersed with routine activities such as puzzles and pre-designed craft work to keep the patients occupied or "busy" in between. This level is well illustrated by the recent publication *Starting a Recreation Program in a Civilian Hospital*.¹ About half the pamphlet instructs the neophyte on how to have successful parties (the choice of prizes and refreshments being very important) and how to secure the necessary equipment for the programs. The section on "The Well-Rounded Recreation Program" begins with parties and games, and is followed by entertainment, holiday activities and special events (still parties), contests, and movies.

The leadership at this level is usually of the direct type. Programs are planned for or with the patients and are fitted into an over-all recreation schedule. In children's hospitals, where the patients are less capable of planning, the activities may come about at designated times each day and the parties are put on for the children. At recreation time the leader or volunteer is present and takes a very active part in directing and assisting with the activities. The programs are built, probably, around the ideas, suggestions, enthusiasm, and available time of the leader.

Recreation as Expression

The activities in the therapeutic type of recreation, the second level in the outline, may not look very different externally than programs at the first level. But there are important differences. They are selected on the basis of their potential therapeutic value in meeting the individual's (or the group's) needs. This difference in orientation and objectives cannot always be seen from the activities. Programs

¹Hill, Beatrice, *Starting a Recreation Program in a Civilian Hospital*, National Recreation Association, 1952. \$1.00.

that are creative, imaginative, and self-initiated, and that are carried on with less directive leadership, are found at this level. This type of recreation is regarded as a regular hospital service. It may be requested by staff members in the same way as a blood test or an X-ray. The activities that are planned in terms of the individual patient's needs may be individual- or group-type in nature.

The director of these activities is an integral member of the hospital team. He works closely with the physician, nurse, social worker, and psychiatrist. He plans his programs around their knowledge and they take into consideration his reports. His program is a planned part of the patient's hospitalization and rehabilitation (social and perhaps physical in character).

In these guided individual or group activities the patient is helped to express himself and his needs in the hospital. Hopefully, they will assist him in satisfying these emotional needs, in adjusting to this new and challenging experience, and to help him have successful and satisfying social relationships with other patients and members of the hospital staff. The program, on careful examination, shows some of these objectives in its selection and use of activities. Activities that are unstructured (no obvious or predetermined goal or method of function) and that lend themselves to emotional expression are selected. For children this may include activities such as modeling, with no finished products or adult guides, dramatic or make believe play, finger painting, or games that are spontaneous and have no set patterns or rules. The program for adults is more likely to be centered around individual hobbies, group games, impromptu plays along the lines of charades, discussions, arts and crafts, and other social group activities. These programs help to make the patient's stay in the hospital more relaxing and constructive.

Creative "Patient-centered" Recreation

In the third and last category, the hospital recreation department is interested in establishing an atmosphere conducive to patient growth and development on both the individual and group level; and in utilizing and improving the leadership that is present within the basic hospital group. This group is composed of the patients and the nurses with whom they have continuous contact. Thus, the actual participation of the patients in activities is of relatively minor interest. No recreational service as such is provided—that is, no activities are set up for the patients to choose among. The recreation leaders are available, however, to provide therapy, counseling, or consultation if it is desired.

What are the basic objectives of this level of recreation and how is it more successful in meeting them than the other two levels? To understand this we must review briefly the hospital situation. A patient in the hospital needs to be accepted, to be approved of, and to be given a chance to be himself. In many hospitals where formality, rigid routine, and authoritarian direction are found this is quite difficult to achieve. Recreation, aside from attacking the structure

that perpetuates these methods, can assist in counteracting the harmful effects by meeting the emotional, social, and psychological needs of the individual. The patient may also need help in adjusting to this threatening and terrifying experience. Above all, the hospital experience should be such that the patient will need as little readjustment as possible when he returns to normal life.

These objectives can be most successfully met through people and situations that are friendly and accepting, that provide room for individuality, and are in accord with normal, "average" living patterns. Reviewing the recreation programs that cater to and patronize the individual with frequent parties, entertainment, and so on, it can be seen that they do not meet this objective in that they are not in accord with usual, home-life conditions. The solicitous prizes, gifts, and refreshments that are often needed to artificially sustain these activities fall into the same category. Competition is not as basic or as necessary a part of life as is cooperation (which would be more worthwhile to stress).

An analysis of the emotional and independent needs of the patient suggests that recreational activities should be selected by the patient and that these activities should provide ample room for creative expression and self-realization. This certainly implies that many activities, especially the "time consumers," commonly seen in many hospitals require a great deal of modification.

Sarason has pointed out that in light of recent studies by Schaefer-Simmern a reorientation to occupational therapy is indicated.² The activities where the individual does not receive satisfaction from his own realization of improvement, it is pointed out, will not have worthwhile therapeutic effects. "... the patient may attain control over his hands, he may become so used to this occupation that he is able to execute it without personality participation in it, he may even feel at ease in doing it, but the compulsory attention and concentration repeated over and over will throw him into a mental and emotional rigidity worse than before."³ The patient may become adept at making things but his personal relationship to them remains external if the activity does not reflect himself. "... only when the innermost core of interest voluntarily determines the applying of one's energies, when one feels that the work being done is an indispensable part of oneself, and when one is aware that attention and concentration are indispensable in order to realize oneself—only then does work become constructive."⁴

To be sure this writer would not go as far as to say that there are no non-self-originated activities that have value. Obviously, there are many limited participation and spectator-type activities that are very valuable, especially for the patient with limited physical activity. The point is, simply, that it should not be thought that because a person is busy

² Sarason, Seymour, *Psychological Problems in Mental Deficiency* (New York: Harper & Bros., 1949), pp. 320-1.

³ Schaefer-Simmern, H., *The Unfolding of Artistic Activity*, (Berkeley: University of California Press, 1948), p. 47.

⁴ *Ibid.* p. 47.

with an activity it does not matter what that activity is, that it is helping to rehabilitate him, or that the staff is doing an effective job. This is as naive as the lay person who believes the hospital recreation worker merely entertains the patients and helps them to pass the heavy-hanging time.

The second area of objectives centers about making a patient's hospital stay of the maximum positive value. This involves an opportunity to grow mentally and mature emotionally. This is particularly important for children, who are missing school and essential "growing up" experiences while in the hospital, and long term patients. A well-rounded program should provide real learning experiences of social, educational, and intellectual nature. The assumption at this level is that people are capable of doing it themselves if they are provided with the proper situation. People cannot be coerced or directed to get something out of a recreation program. They must personally feel the need for it, do it themselves, and see their own progress if they are going to get anything out of it. The best way to produce learning is to provide a stimulating and accepting atmosphere. If this is done the person will do the rest. And, of course, we want recreation to be in accord with the principles of democratic living.

The third level of recreation is centered about the patient. It is not leader-centered or hospital-centered. A paramount emphasis is to provide this accepting and stimulating atmosphere where the patient and group can relax and prepare to help themselves. This cannot be done solely by the recreation department. Consequently, one of its most important tasks is to work with the nurses and other hospital staff involved. The nurses are an essential aspect of this program because they have the primary relationship with the patients—together they form the basic hospital group. A cardinal principle of nursing is that the nurse provides for all the needs of the patient. She nurses the patient's mind and body for, to be sure, these cannot be separated. This includes the patient's emotional and recreational needs. Nursing in these terms is in the very best interest of the patient. It is the aim of the patient-centered recreation staff to develop and utilize the nurse's skill and leadership to strengthen her relationship with the patients. The nurse is the most logical focal point for an integration of patient treatments. This approach counteracts specialization and competition; it works for the complete cooperation and consolidation of the staff's effort on the patient's behalf.

The Need for Objectives

Some programs are like a merry-go-round; there is fun, noise, excitement and laughter but it stops right where it started—you get off where you got on. To keep a program from going in circles the basic needs of people must be considered and provided for in a satisfying fashion. A recreation program must determine its objectives and have them clearly in mind if it is to be of genuine value to its participants. Patient-centered, creative recreation is an attempt to do this in the most productive and worthwhile fashion for the patient and indirectly, then, for those hospitals where the individual patient is the foremost concern.

The Training of Leaders

One further question that perhaps comes up at this point is the training of hospital recreation leaders. It might be asked if creative, patient-centered type leaders require any specialized training beyond the usual requirements. The answer to this seems to be: No, he just needs an understanding of the objectives mentioned in this area. This definitely suggests, however, a *greater concern for ability in human relations* and less interest in activity-skill ability. That the recreation leader in the hospital may be a student of any one of several different fields is an unmistakable sign of progress in recreation. Professional training in education (administration, guidance, or special education), psychology (educational, clinical, or social), group dynamics, mental health, social group work, recreation, rehabilitation, or physical and health education are all possibilities. It is quite conceivable that any one of these—but more hopefully a combination—would provide the necessary background.

Hospital Recreation Is on the Move

The above summary illustrates the different levels at which hospital units are working today. To determine how much progress is taking place in the field, it would be necessary to know what developments have been made in recent years in all the different hospital units across the continent. Nevertheless, several definitely encouraging signs can be seen. Standards in the profession are relatively high—comparable, say, to the teaching profession. Recreation is moving into many different kinds of hospitals across the United States. A good beginning also is being made in Canada. In the last five years the writing in the field has easily doubled. Several universities are now offering a program for prospective hospital recreation workers. In the state hospitals of Minnesota, the program supervisor, who has a recreation background, is the coordinator of the non-medical therapy program in the hospital. As such he is the administrative director of the occupational therapy program. This should eliminate any controversy concerning the overlapping of services. The broadening of the field in this instance marks another step of progress for recreation.

Advancement can be detected, indirectly, in the change in emphasis from activity skill to indirect and effective leadership. Even a superficial survey of hospital recreation departments shows a great number well advanced in the above three-stage outline. A comparison with the general field of recreation would show, it is believed, the high attainment of this special branch.

The most serious handicap to growth in hospital recreation is the lack of understanding by the hospital workers themselves, their administrators, and the community. This may mean that the leaders need to broaden and deepen their knowledge in this area and educate their fellow workers. It also may suggest a renewed effort to define the work and basic objectives and then turn around and effectively interpret them to the public. This would lay a foundation for even greater progress and would keep hospital recreation "on the move."

Recreation Therapy

Robert C. Lally

RECREATION therapy is a comparatively new field in the realm of mental hygiene. Many people do not have any conception of what it is. Recreation therapy in a state hospital is the prescribed use of exercise, mass games, individual and dual sports, dancing and social activities to aid mentally ill people in rehabilitation and social adjustment.

In the course of a program of recreation therapy, opportunities are provided for organized and free play. For the majority of patients, the program begins with free play. This involves giving participating patients various articles of athletic equipment and allowing them to use these for their own kinesthetic pleasure in movement under proper supervision. From free play there comes increased neuro-muscular coordination and control with a usual development of motivation into more organized activities which might include softball, volleyball, touch football, dancing, singing, dramatics, and so on.

A variety of activities are available to enable the therapist to meet individual desires and needs. Such a varied program presents the patient with an opportunity to select a new activity, create new interests and obtain a breadth of development. In particular, for patients who have not known success in specific areas and are afraid to attempt an activity because of these previous failures, it is necessary for the physician with the therapist, when possible—through interviews and observa-

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Red Cross Gray Ladies conduct musical therapy hour, playing popular songs and old favorites, for patients at the Kansas State Hospital in Osawatimic. The story of the Osawatimic program appeared in the December issue on page 418.

tions—to determine activities into which the patient can be directed so as to aid in his rehabilitation.

These activities must be presented on a progressive level, as experience shows that the attractiveness of an activity is determined, not only by past experience of success or failure, but also by the expectation of future success. It is of the utmost importance to recognize this fact, so that activities may begin with basic skills and work into complex skills. This progression will condition the patient, while developing his self-confidence.

It is necessary that the recreation therapist establish rapport with the patient at the basic skill level and

develop this rapport as the patient moves progressively towards the more complex skills. Without the proper supervision and leadership the patient's performance will be haphazard, unorganized and the possibility of progressing into complex skills greatly diminished.

Recreation is a natural activity engaged in during leisure time. There is a transfer of this naturalness into recreation therapy which offers an opportunity of pleasant activity; at the same time, it improves mental and organic health, and aids in releasing mental tension by a re-direction of attention and the use of excess energy. The activity aids mental growth by increasing

an individual's experiences and allowing the patient to meet the desire for social interaction. He is placed in a pleasant situation wherein he can develop one or several interests in activities, in himself, and in other participating patients of the group.

It is important to recognize that recreation activities can be used therapeutically by prescription in working with the individual and working with groups. Therapeutic treatment through mixed-group activities allows for a more natural and community-like atmosphere.

The original motivation will usually be extrinsic, having been started by the therapist. But the consistency of the activity will start intrinsic activity and initiative by offering a goal, which may be the acquirement of a basic skill, self-improvement, or the winning of an activity. These goals must be within the patient's grasp; and with the planning of a diversity of activities such goals can be set high or low enough so that each individual will experience success.

When a patient meets with success once he will cultivate and increase his interests. With this increase comes the greater opportunity for socialization. Specific examples:

1. A patient who begins by playing catch. We begin with him where his regression has left him, increasing his proficiency, working with the therapist, where there is social interaction between only two persons. Once he reaches a certain degree of proficiency and self-

confidence he is able to move into a group playing catch and from there into organized games of ball which offer more social interaction.

2. A patient is taken into a beginners' class of dancing. He is then taught to walk to the different basic rhythms of waltz, fox-trot, and rhumba. From this he progresses to each rhythmic basic step after which, with practice, his proficiency and self-confidence increase so that he is able to participate in the more social dance activities.

Frequently the recreation therapists outline the program for the patients in the large mass activities. In these, it is not possible to meet the individual needs of the participants as well as in the smaller groups. Recognizing this fact, we organized a representative committee with members from the female and male Treatment Center wards to organize, plan, and decorate for their dance.

This was the first patient-activity planning group in recreation therapy at Camarillo State Hospital Treatment Center. The committee held several meetings during which they planned the decorations, program, and refreshments. On the day of the dance they decorated the Recovery Room for the coming affairs.

At the dance itself, committee members acted as hostesses and hosts, introducing patients to one another and encouraging them to participate. Because of the size of the committee and their intimate relationships with pa-

tients there were more active participants than usual. The committee also conducted the serving of refreshments. Several patients were heard to remark that this was just like being at home or at a community party.

The idea of patient committees is excellent. It brings the activity much closer to all the patients. It also affords an opportunity for leadership and group teamwork among them. But most of all, it allows the patients opportunities to channel their self-expression, project themselves into their own selection of activities, and it affords more of an in-group feeling that it is their activity and for them.

Recreation therapy gives the patient values and activities that are of a carry-over nature. There is the security, in leaving the hospital, of being able to join the activities of the local community. No other therapy offers as valuable a carry-over program of social activity as does recreation therapy.

There is still much experimental work to be initiated in this new area. Even in its infancy it has proven its worth in aiding the mentally ill to become well and return to their communities.

• A journal called *Inter-State News*, which is published by the National Association of Recreational Therapists at Mississippi State Hospital, Whitfield, Mississippi, should be of interest to workers in the recreation therapist field. Subscription price, one dollar per year. —(Ed.)

Volunteer Recreation Service

From the Illinois Recreation Association Bulletin, June 1953.

A suggestion was made to a group of senior high school Girl Scouts, in Pekin, to organize a volunteer recreation service to aid parents with grade school children's home-party games. This idea appealed to them and a High School Girl Scout Recreation Troop was formed.

The girls meet once a week in the high school building and are trained in simple fundamentals of how to conduct

successful younger children's social parties. A party game course is conducted by the superintendent of recreation and the public school physical education supervisor. Each week several different games are selected and played by the troop in order that the girls may have full knowledge of every game they are to include in their various party programs.

Two or three of these girls from the

troop are then available on request by parents who wish to have aid in their home parties. Requests, which are made to the playground and recreation office, have come from some of the parents as well as from the parent-teachers school organizations and from fraternal organizations. While members of these organizations are in sessions, the Girl Scouts take care of the children with various recreation games.

How to Establish

A RECREATION CENTER FOR THE AGING

Virginia Benton

"The artist circle created quite a hubbub with a grand finale painting party, their final fling before suspending their textile painting periods for the summer . . . Quite a few of Birmingham's 'artists' are neat, over-sixty-year-old ladies who stroll down to the Central City Community House for a session with the paint brushes every Tuesday."—*Birmingham Post-Herald*, June 1, 1953.

THE above quote from a local newspaper refers to one of the activities of the successful day center established in a large housing development in the Birmingham, Alabama, metropolitan area. The register of this development reveals approximately four hundred residents of over sixty years of age.

The center has been established under the sponsorship of the Junior Woman's Civic Club, as a part of a carefully planned gerontology project based on local needs.

The way in which this was organized and started suggests initial procedures for other such groups. With the club membership overwhelmingly in favor of the undertaking, the problem at hand was to determine the most advantageous location for such a center and to map plans for its inception. A meeting of club representatives was called and included a representative of the Extension Service of the University of Alabama, which institution has been very aware of the pressing need for help to the aging; a representative of the Coordinating Council of Social Forces, to serve in an advisory capacity, since no municipal or community funds were available for this work; Alyce Billings Walker of the *Birmingham News*, whose knowledge of the situation was very helpful.

From this meeting, and several to

follow, came the decision that a recreation day center be established at Central City, and that this project be a pilot study for future organizations desiring to assist in community service of this nature. The University of Alabama cooperated to the extent of arranging and presenting a five-week seminar. The cost to club members was \$3.00 for each who attended, the remaining expense being defrayed by the university. At this seminar, our membership was indoctrinated in the psychological, physiological, biological and sociological aspects of aging, and were better equipped to understand the problems to be encountered.

Throughout our initial planning we used as a guide the Hodson Community Center in New York, which has been operating successfully for several years. A member of the Junior Woman's Civic Club visited Hodson and brought back a detailed report.

During the latter part of the summer of 1952 our club undertook a survey of all residents of Central City over sixty years of age, under the supervision and direction of the Coordinating Council of Birmingham. A form was provided with carefully selected questions regarding the recreational wishes of the people interviewed, and whether they would be interested in a recreation center. After the survey was completed a representative group from those interviewed was invited to meet with our advisory committee to guide us in selecting a recreation program which would be acceptable and workable. It was decided following this meeting, and upon the expert advice of those who had worked in similar centers, that we would be well advised to limit our activities in the beginning to simple games and



to provide light refreshments; and then, to let the people attending suggest their own program activities.

The center opened with a tea in December, 1952. All of the Central City residents over sixty who had been interviewed were sent invitations. The Birmingham newspapers were most cooperative in publicizing our project, and we were very pleased that about one hundred visitors attended.

Since that time the day center for the aging has been in operation. It is under the direction and supervision of a board of ten members elected and/or appointed from the membership of the Junior Woman's Civic Club, and is operated by volunteer members of this club. Financing is done with the funds raised by the club's annual benefit "It's A Party."

The center was open from 10:00 A.M. to 2:00 P.M. twice weekly through May 1953, but during the summer months it curtailed its operation to one day a week. On the first of September, activities were expanded to three days a week. In the first eight months of operation, "Sunset Unlimited" day center had an attendance of 1,764 from a membership of approximately 130 persons over sixty; and volunteer workers had given a total of 936 hours.

The painting party mentioned in the newspaper is only one of the many activities that have evolved to date. Among others are crafts, bridge and canasta parties, other games, use of a lending library, and a picnic.

MRS. BENTON is a member of the Junior Woman's Civic Club in Birmingham.

RECREATION in the Educational Process

Paul F. Douglass and John L. Hutchinson

THE use of leisure by students in the modern college confronts administrations with a fundamental issue which lies close to the heart of the educational process. How do students spend their time in these hours when, free from the exacting discipline of work controlled by academic credit hours, they are at liberty to do as they please? How are the character and quality of student-leisure activity related to personal growth? What obligation falls upon a college to provide opportunity to encourage the development of well-founded educated judgments about the use of leisure? What responsibility lies upon institutions to provide facilities and programs? How is leisure activity balanced with academic work in a pattern designed to equip the young man and woman with mature habits of enjoyment? The question of campus leisure stands as one of the areas demanding further explanation in the theory and practice of higher education. How

can policies be developed which will lead to free-time experiences which are genuinely satisfying to the student and at the same time contribute positively to the educational goals of the institution? A student carrying fifteen credit hours of academic work, and allowing two hours class preparation for each, has something like a forty-five hour work-week. He then has left something like an average of four hours a day of free time and much of this is concentrated over the week-end period.

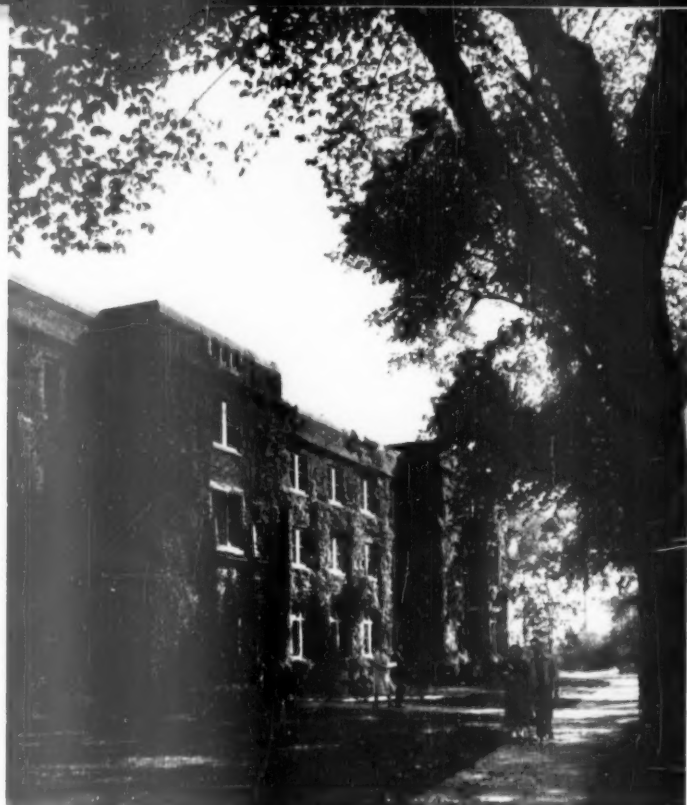
Students temper the selection of leisure activities, in many instances, in terms of their points of view or attitudes. They undertake activity which seems to them satisfying and such pattern may appear to others sometimes to move counter to the educational objectives of the institution itself. What leisure-time opportunities students do not find to their satisfaction on the campus, they will seek and find elsewhere. At any one time this free-time participation may appear to run the gamut from the very desirable to undesirable activities. Because of the latter kind, many administrators feel that restrictions and limitations must be effected. Administrative restraint, how-

ever, very often does not change the outlook of students or redirect their leisure activities into different outlets. Hence an analysis of what recreation means provides a realistic approach to the explanation of the role of leisure in the educational process.

Within the framework of the college environment, recreation becomes an activity participated in after study and the other academic demands of college life have been fulfilled. Within the remaining free time, students develop "on their own" a pattern of activity which tends to become a student folkway. It is this leisure-time pattern of activity over which the modern college may have very little effective control. Perhaps this is a fortunate circumstance because the quality of an institution's influence upon the life habits of its students may well be indicated by *what they do when they can do as they please*.

During the time which is at his disposal, free from the academic compulsion of the institution, a student has a wide range of activities, from which to select. These run from quasi-academic through co- or extra-curricular, community to commercialized activities.

DR. DOUGLASS is the chairman and DR. HUTCHINSON the vice-chairman of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.



How do students spend their free hours? Increasingly, colleges are providing programs beyond pattern of mere activity. (University of Minnesota)

How does the modern college go about attempting to meet the leisure demands of its students? What does it do when it is confronted with the need for offering a socially acceptable program which may not coincide with the desires of students and which indeed at times may be at odds with their own folkways and inclinations? What is the college to do when the attractiveness of some commercialized diversions tends to work at cross purposes with the recreation program offered by the institution? In such a perspective the goal of educating students to use leisure in a worthwhile manner becomes acute. The seriousness of the problem is often magnified because the few students who stand out as deviates receive much more publicity than the majority of students. To some extent they set in motion counter-forces which tug adversely at the educational purposes of institutions of higher learning. Basic thinking needs to be and is being done about utilizing leisure as a functional factor in higher education. The maximum educational benefit results when the leisure-time program is encouraged by administrative attitudes, policies, and resources.

Increasingly, colleges are providing programs which go beyond the pattern of mere activity. Such programs aim to provide students with the opportunity to share in experiences which are not only satisfying but are also significant because they provide avenues for physical, mental, spiritual, and emotional experiences.

There is reason to believe that the use of recreational facilities varies directly with their availability. When colleges consider recreation as one of the functions of student life, they use it to support the educational purposes of the institution.

Student's Leisure-Time Dilemma

Since no two institutions are alike and each pursues its own unique approach, the recreation offerings on various campuses differ. No single pattern of recreational activity is adaptable to all institutions. From an organizational standpoint, however, there are certain situations which seem to be common to many.

Perhaps the first of these is that recreational offerings are often highly decentralized and independently con-

ducted by many departments and agencies. The larger the institution the more complex this condition tends to become. In most colleges the minimum number of organizations having free-time programs include the physical education department, the music department, the dramatic department, the residence halls, the religious organizations, and the social clubs such as fraternities and sororities. Increasingly student unions offer varied and extensive opportunities for recreation.

In the face of such diverse opportunities the student often becomes bewildered and wonders in which direction he should turn. Desirable activities may occur simultaneously. College events to which the student has a loyalty may conflict. At other times there may be gaps of time in which the student finds it difficult to find a recreational activity available to his mood and inclination.

Again, the student may find himself the victim of another difficulty: campus organizations may actually compete for students by offering activities of quite similar and overlapping nature. Under such circumstances the student is tugged this way and that, not for his own good, but for the purposes of the group which solicits and manipulates him. Residence halls, religious organizations, departmental societies, and so on, may bring pressure to bear upon the student to participate as a representative of the particular organization. At times the activities may not even interest the student, yet because of a compulsion tied to group loyalty or religious allegiance, the student submits. Under such circumstances his participation ceases to be recreation. His leisure program is torn asunder by demands made upon him. Competition among the departments of the college often becomes intense as each seeks the participation of as many students as possible merely to magnify the importance of the department or some office thereof.

Caught in this dilemma, the student does not make his choice freely in such a way as to establish a sound basis for making intelligent leisure choices in the future. The resultant situation is paradoxical. On the one hand the institution seeks through an integrated curriculum to develop educated citizens

who have a sound basis for making objective and educated judgments; on the other hand, the leisure program is, more often than not, neither integrated nor coordinated. Students are appealed to from all sides on an emotional plane. Little wonder then that many of them leave college with poorer leisure habits than when they entered!

Principles For Organizing Campus Recreation

From a study of the conditions of recreation on American college campuses, which may mildly be called chaotic, it appears possible to effect order in a way which will contribute to the growth and personal satisfaction of the student as a mature person. Such an order must be soundly built upon the foundation at the point where recreation is planned. Since each campus en-

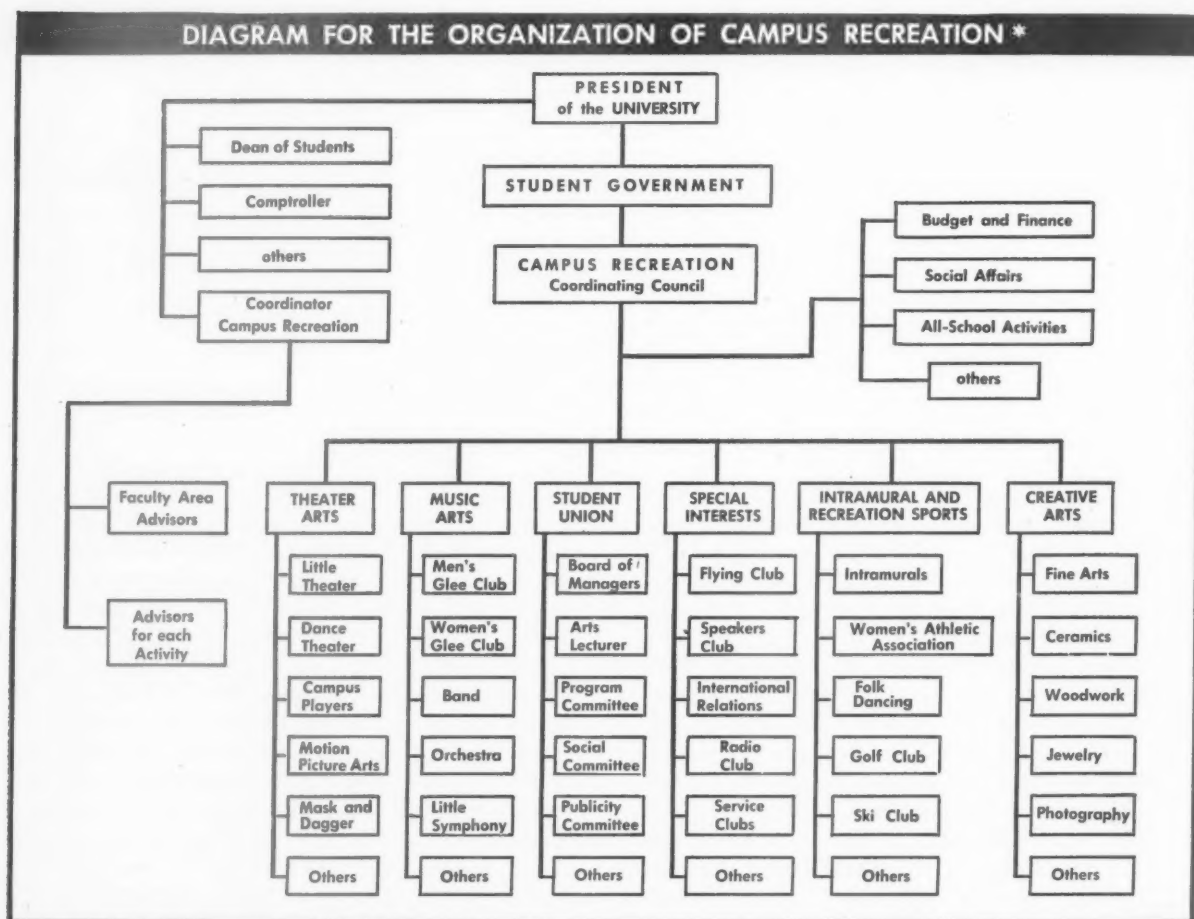
vironment presents a peculiar and unique problem, there is a need for the establishment of sound principles of general applicability to any college situation. A growing body of research now makes it possible to formulate some of these principles.

First, a campus recreation program must be designed to meet the needs of the students in their college environment. Although the students comprise the chief body of potential participants to which the program is directed, the design should include in its conception administrative officers, faculty and staff members, and off-campus community groups. It is unrealistic to view the students as an isolated group. A program which is solely directed to students ignores other forces which play a dominant role in influencing their leisure activities. To think of and plan for the

college as an entity in itself indicates a lack of awareness of the environment which the institution operates.

Second, a campus recreation program should be student-centered. The major purpose of any college lies in its program brought to focus on the whole education of the whole student. Because campus recreation is one functional part of such a whole program, it too must be student-centered. While such a statement does not imply that all other groups are ignored, it does mean that the campus recreation program becomes satisfying to students to the extent that the core resides in the students and all other developments stem from that core.

Third, democratic representation of the participant interest is basic to the mobilization of effective campus recreation. In organizing and developing



* Welch, Marya, "A Guide for the Organization of Campus Recreation." Teachers College, Columbia University-1952. (Unpublished, Ed.D. project.)

The Coordinating Council is composed of all area board chairmen. Each area board is composed of chairmen from each activity within that area. Standing committees are composed of one representative from each area board.

campus recreation the principle should be inviolately adhered to that the groups involved should *share in the planning of the activities in which they are expected to participate*. Obviously this means a strong representation from student groups. The college administration, faculty, and staff, however, must share in the policy formation because any good or bad consequence of the program will reflect upon them. Off-campus community groups may either have representation or be called upon for valuable consultation.

Fourth, *college administrators must develop a clear and coherent policy on campus recreation*. The campus recreation program requires leadership, finances, facilities, equipment, space and scheduling. The provisions and allocations of these requirements depend upon the policy established by the administration. Sanction can only come when the administration fully understands the impact which functional leisure programs may have in the total development of the student.

Fifth, *an effective campus recreation program requires qualified professional leadership responsible for the comprehensive leisure activities of the whole student body*. This means that some college officer must function and coordinate recreational activities. It does not mean that the initiative of various departments and agencies should be stifled. It merely implies that the most practical means by which to schedule and conduct campus recreation exists when attention is focused on the needs of the students rather than upon the sponsoring group. Such a recreation coordinator must hold a position in the college administrative line which makes it impossible for departmental or agency chairmen to block the program. In many colleges a campus recreation coordinator responsible directly to the dean of students seems most advisable.

The Potential

It appears, therefore, that good campus recreation must be securely rooted in good organization. Colleges will find it increasingly necessary to provide a qualified recreation officer thoroughly familiar with education and college administration. Such an officer organizes the free-time student activity into the

whole educational program of the institution. The full use of facilities, areas, equipment, and other recreation resources on the campus depends upon competent planning by an imaginative coordinator. Under the leadership of

When recreation receives the official policy sanction of an administration, leisure activities assume the nature of "education-recreation affairs." Recreation may then become an extension of learning during pleasurable leisure

What Breck, Broton and Hall found in a study of 107 colleges and universities.*

- a. More outstanding developments are indicated in college recreation programs than are found in general organization, leadership, equipment and facilities, and finance.
- b. Organization of campus-leisure activities is ranked high as a chief problem.
- c. More problems arose in the general organization of campus recreation than in any other category.
- d. The development of general organization and leadership for campus recreation have been neither outstanding nor valuable.

* Jean Swenson Breck, Arthur Broton and Tilman Hall, "Campus Leisure Programs: Outstanding Developments and Chief Problems." (Report made to the College Recreation Association during the 1953 National Recreation Congress.)

such a person any duplication, waste, competition, and chaos in college recreation will diminish. The office of the coordinator can well provide such services as consultation on leisure problems, the maintenance of a clearing house for recreation information, and the stimulation of activities in neglected program areas. By locating the responsibility for campus recreation in a single authority the college administration will discover that more effective efforts and educational benefits will result. Recreation will no longer exist as an orphan responsibility. Rather it will be the real concern of a qualified leader operating in terms of a clear policy.

time. The potential for providing desirable social education is unlimited. In fact, in no other college-sponsored program does there exist equal opportunities for interpersonal relationships.

In campus recreation, program lessons about learning to live in a society are present on every hand. By the establishment of clear administrative policies, the location of line authority for professional leadership, and abundant provision for student participation at all levels of planning and performance, recreation in colleges will come of age and channel one of the greatest forces for educational growth into positive and student-satisfying directions.

NRA 1954 District Conference Schedule Changes and Additions

The Pacific Northwest Conference will be held at the Spokane Hotel, Spokane, Washington, March 29-31.

The New England Conference will be held at the Column Terrace Inn, Falmouth, Massachusetts, May 12-14.

The complete conference schedule appeared in the January issue, page 50.

One of a series of radio talks, given by the Institute for Human Adjustment at the University of Michigan, on problems that confront older-age groups, was concerned with this topic. The substance of this radio dialogue is presented here.

CAN OLDER PEOPLE ENJOY SPORTS?

As we grow older it is often possible to continue activities which we enjoyed as younger people, providing of course that we make the necessary modifications to take account of changes in our physical energies and capacities.

In American life, great emphasis is put upon the value of sports, and interest in them persists throughout maturity. We urge people to develop skills and interests which they can use throughout life, and yet we know that certain changes come with age which must be taken into account.

The oldest in sports must learn that he is not a youngster. If he will keep this in mind he can sensibly adapt his play to his years and continue to be active in sports; but the amount of play and the intensity of play must likewise be tempered with wisdom.

During the last century, America has changed from a largely rural agricultural society to an urban industrialized society. We live in smaller homes, we are no longer closely knit, self-sufficient families. As the pace of our living has speeded up with the industrial and machine age, so the chances of one's finding exercise in one's work has decreased. However, our human machine evolved through exercise, and it needs continued exercise in order to keep fit. We need exercise for the sake of unused muscles and for the sake of thwarted

impulses. And, because exercise is not found in our everyday push-button type of work, we have to seek it and cultivate it. Therein is the great interest in sports—it acts as a compensation for the exercise and satisfaction that outdoor living previously provided.

Sports are definitely related to physical fitness. The emphasis on strength and endurance grows less with age; but, to the contrary, the emphasis on mental relaxation, poise, sociability, increases. Sports provide a forgetfulness of the day's work and of worries; they help in weight reduction provided one does not eat too heavily afterwards; they help reduce blood pressure, most important with older people. Older people need forward-looking interests, otherwise they tend to reminisce and to daydream.

Mental-hygiene workers today are unanimous in stressing the values of hobbies for older people. For one who has worked hard all his life it is difficult to adjust abruptly to a life of ease. One cannot so quickly change a lifetime's habits. One must have interests to occupy one's attention. These interests are all the more valuable if they can be pursued with people. Otherwise the older person gets a frustrated feeling that life is finished for him, that he is useless, that he is an encumbrance on his family and society. New continuing interests help to give him a feeling of accomplishment and service.

As people become older they have less energy and less endurance. One might argue that exercise and sports activities are likely to be harmful to older people. I would agree to this for the older person who has some serious physical disability or is woefully out of

Dr. Wilma Donahue and
Dr. Elmer D. Mitchell

training. Moderation is the correct answer. For the person who has not exercised vigorously for years, moderation would mean very mild exercise; for the person who has exercised regularly, moderation could be safely geared up to a much greater degree of exertion. Strength and endurance have to be continually maintained or they are lost.

One must, therefore, keep exercising to keep fit for more exercise; but an exercise program for the sake of fitness can become boring unless there is a strong motivation for it. You cannot secure fitness for exercise and then be through with your problem. In short, physical fitness is not secured by the mere attainment of it; it must be maintained as well. There can, however, be a tapering off in the amount of exercise one needs after fitness is reached.

Speed events have absolutely no place in the program of older people in sports. Shy away from the sudden explosive efforts of all-out speed, as in running. The older person has more weight to carry about, is less resilient, and his reactions slow down for quick stopping and starting. For long and even sustained effort, however, where strength and endurance rather than speed are

DR. DONAHUE is research psychologist and chairman of the Division of Gerontology in the Institute for Human Adjustment, and DR. MITCHELL is professor of physical education. Both are at the University of Michigan in Ann Arbor.

demand, the older person in training need not take a back seat. Witness the trappers and hunters of long years and grizzled appearance; witness the fishing and mountain climbing guides; witness many of the famous distance walkers, runners, and oarsmen, who, even though no longer champions, can rate a much superior performance to most of their younger competitors!

The older athlete can maintain good form in athletic execution even though his performance may be lowered a little because of reduced strength and endurance or, possibly, eyesight. It must be remembered that this axiom holds true: Once acquired, skills are never lost even though a period of years has elapsed without their being used. Oldsters underestimate their power of learning new things. If an older person makes up his mind to learn some new sport skill and sticks to it, he can reach real achievement.

People discuss, with a good deal of heat, the question as to whether or not exercise shortens or lengthens a person's life. There is no use trying to be decisive on this answer. We just don't know. There is no substantiated research evidence, one way or the other. There are many older people who argue that they never exercise and are never sick. That can be true when the person's particular type of work does not demand any degree of physical exertion. In contrast with those sedentary individuals who claim inactivity as the key to longevity, we can point out individuals like Alonzo Stagg coaching football at eighty-seven, Connie Mack managing a major league baseball team at eighty-eight, the King of Sweden and John D. Rockefeller playing golf in their nineties. Their example would refute the idea that athletes die young. On present evidence it is as futile to say that the individuals mentioned have lived so long because of athletics. I think a little story I saw in the paper best answers this question:

Reporter to Great Grandpa: "To what do you attribute your great age?"

Great Grandpa: "I can't rightly say, yet. There's several of those testimonial fellows a dickering with me."

Oldsters must be philosophical and content to play in less high-powered competition. The speed sports are

definitely over for them—the dashes, football, basketball, boxing, and the like. If they train regularly, the strength and endurance sports are still open. The skill sports, however, promise an inviting field; and there are many of them—to cite only a few: golf, bowling, tennis, squash, archery, badminton, skeet shooting, skish (a casting game), swimming, canoeing, skiing, sailing, and fishing and hunting. For games like tennis and squash, it is better to play as doubles rather than singles, because the amount of running is cut down. It is good also to play in scoring games where good players can team up with weaker partners and still have an even exciting match, as in golf. Bowling lends itself to handicapping so that players of differing abilities can team together and still have fun. Also, the older person

who is an all-around sports enthusiast can get a great deal of satisfaction by giving advice to promising youngsters or by helping to promote and organize sports programs in their communities.

The following list includes games and sports which are appropriate for different age levels. In considering these activities, adjustments—merely common sense—should be made by older people. The exercise should be exhilarating, not fatiguing. When breathlessness comes, or when resiliency does not return the next day, then the program should be cut down. Nine holes of golf instead of eighteen; a player of less skill in tennis for an opponent; a shorter walk or a shorter swim!

Copies of the original radio script and a bibliography may be obtained from Dr. Mitchell upon request, by writing to him at the University of Michigan, Ann Arbor.

SPORTS FOR MIDDLE AGE AND OLDER AGE GROUPS

Forty to Fifty Years

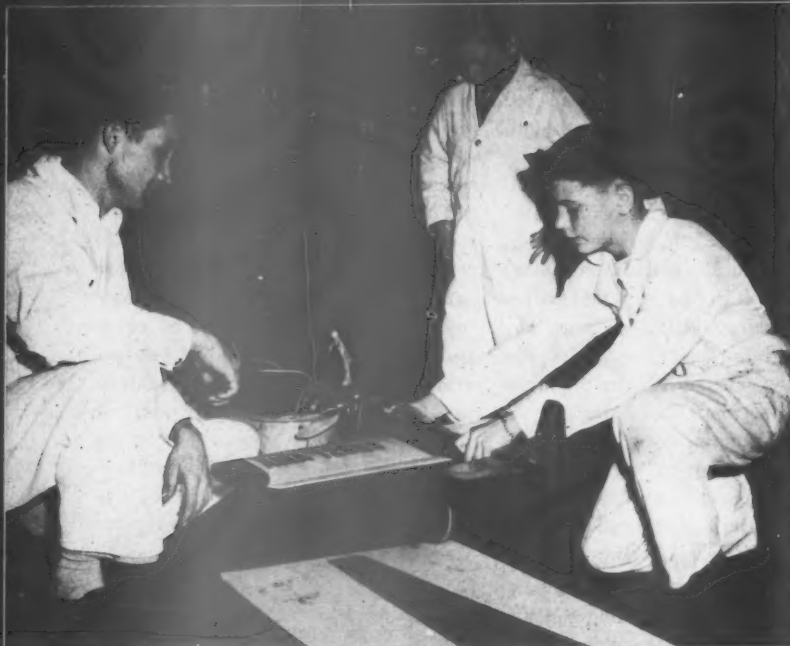
Archery
Badminton, doubles
Bowling
Calisthenics
Canoeing
Croquet
Curling
Deck Tennis
Fishing
 Bait Casting
 Fly Casting
 Skish
Golf
 Handball, doubles
 Horseshoe Pitching
 Hunting
 Lawn Bowling
 Paddleball
 Paddle Tennis
 Riding
 Roque
 Rowing
 Sailing
 Shooting
 Pistol
 Rifle
 Skeet
 Trap
 Shuffleboard
 Skating
 Skiing
 Snowshoeing
Sports, vicarious
 Spectator at games
 Reading sports page
 Listening to radio
 Watching television
Square Dancing
Squash Racquets
Swimming
Table Tennis
Tennis
 Singles, moderate
 Doubles, moderate
Volleyball
Walking

Fifty to Sixty Years

Archery
Bowling
Calisthenics
Canoeing
Croquet
Curling
Deck Tennis
Fishing
 Bait Casting
 Fly Casting
 Skish
Golf
 Horseshoe Pitching
 Hunting
 Lawn Bowling
Riding
Roque
Rowing, moderate
Sailing
Shooting
 Pistol
 Rifle
 Skeet
 Trap
Shuffleboard
Skating, moderate
Skiing, mild
Sports, vicarious
 Spectator at games
 Reading sports page
 Listening to radio
 Watching television
Square Dancing
Squash Racquets, mild
Swimming
Table Tennis
Tennis
 Singles, mild
 Doubles, mild
Volleyball
Walking

Sixty Years and Over

Archery
Bowling
Calisthenics
Canoeing
Croquet
Curling
Deck Tennis
Fishing
 Bait Casting
 Fly Casting
 Skish
Golf
 Horseshoe Pitching
 Hunting
 Lawn Bowling
Riding
Roque
Rowing, slow
Sailing
Shooting
 Pistol
 Rifle
 Skeet
 Trap
Shuffleboard
Skating, mild
Sports, vicarious
 Spectator at games
 Reading sports page
 Listening to radio
 Watching television
Square Dancing
Swimming
Table Tennis
Tennis
 Singles, mild
 Doubles, mild
Volleyball
Walking



One of contestants warming up his plane for Sunday afternoon flying at Municipal Forum. Note cardboard under plane.



Kite used in exhibition and flying

Model Plane



Beginners' class in model building, McKinley Park Recreation Center. Park board supervisors L. Rutledge and E. McAdams.



One of the gliders constructed in the large downtown craft center operated by the Park Board Recreation Department.

WE have found, in Wichita, Kansas, that model flying has always been popular in the spring and summer months. For the last few years, however, we have set up a program of model plane flying Sunday afternoons in the Municipal Forum, giving the model builders and flyers an opportunity to carry on a year-round program. The indoor flying is under the direction of the park board recreation department and there is no cost to the model flyers. The winter schedule runs through December, January, February and a part of March, depending upon weather conditions.

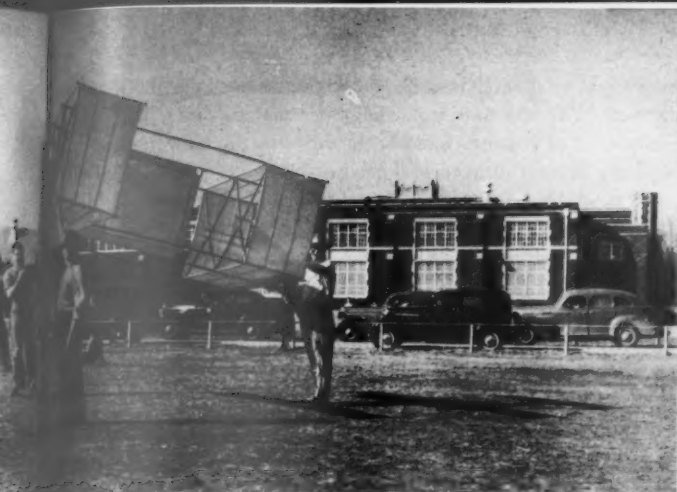
As to contest rules, we follow mostly those set up by the Academy of Model Aeronautics. Our department is fortunate in that Leo Rutledge, a park board supervisor, has had wide experience in model building and flying. He also has served on state and national model flying committees.

The flying isn't limited to any age group. Several groups consist of intermediate and high-school-age boys. In fact, the program isn't limited to boys because we do have girls and occasionally women flyers. In several instances entire families have competed in the flying contests.

At present we have no model plane building classes set up in the schools, but for several years our department conducted model building classes in the local high schools and intermediate schools. We also set up a class in the boys' detention home.

Probably one factor in model plane popularity, as far as Wichita is concerned, is that we have several small aircraft plants along with the large Boeing, Cessna and Beech aircraft plants. In 1951 the air force constructed an air base

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and flying. This draws much attention from youngsters on playgrounds.

e flying-Year 'Round

Pat Haggerty

on the outer edge of the city. Air men from the local air base have taken an active part in the model plane program, just as they have in the various other program activities, athletic leagues and tournaments.

Two outdoor areas have been set up for model plane use. One area has lights for night flying. The flying circles have been laid out away from picnic grounds and athletic fields. *It is very important* that model plane flying is not permitted in the same area in which softball and baseball are being played. It is also necessary to construct a fence barrier to prevent spectators from wandering into the flying circle.

Good supervision is necessary in order to make sure that all safety rules are strictly enforced. As model plane flying can many times bring complaints from neighborhoods in regard to noise, it is important to locate these fields away from neighborhood or housing areas.

In setting up an indoor program in a school gymnasium or similar building that has a finished floor, it is important to see that oil spots are removed at once. We have found that using squares of cardboard under all planes which are warming up or being worked upon will serve very satisfactorily. Advance planning in setting up the program before each meeting will help run the meets off in good order. Whether an indoor or outdoor flying contest, it is very important to have a good public address system.

A few years ago one of the local aircraft plants presented us with a generous pile of scrap balsa wood. The scraps were not large enough to be very useful in craft projects. In discussing probable use of the balsa with John Mahan, our craft director, he suggested that possibly Leo Rutledge might use this balsa wood in the beginners' model building classes.

Many of the older groups naturally have gone into the



Assisting with line-up at flying contests is responsible job. Program unlimited to any age group.

more advanced model building program. This type of building, of course, is rather expensive and the financing is largely up to the individual builder.

Kite flying and construction at the playground each spring probably help to interest the younger group in flying; and also help to build interest in crafts. We have several large scale models that we have used to demonstrate principles of flying. You will note that the large kite, twelve feet by sixteen feet, as illustrated, will draw a great deal of attention from the youngsters on a playground. The making of para-

Carrier Landing Contest

Each contestant will be given one hundred points before takeoff.

Twenty points will be deducted if he should touch the floor within the first quarter lap of his first lap around the circle.

If contestant should fail to give clear signal before attempting to land—his flight will be void and he will be given no other chance.

If engine should die within first five laps because of needle valve setting, contestant will automatically be given another chance after everyone else has had a turn.

A person in a winning position must have stopped his plane on the carrier deck, the motor still running, with his arrester hook caught on a hook line.

Ten points will be deducted for each attempt to land which has been preceded by a signal.

The person with the most points wins.

chutes, and the dropping of these from kites while in flight is also exciting.

In 1951-52 the craft department distributed two thousand sticks for beginning kite builders, most of which are broken in practice flying before the regular meets. For several years, we have conducted kite tournaments at each of our twenty playgrounds. The winners on these playgrounds compete in a city-wide tournament.

A few years ago we had several full size gliders constructed in our large downtown craft center. Some of these had a wing spread of thirty feet, and were launched at the

municipal airport. I believe one landed somewhere in Oklahoma. You will note from the glider picture that it takes quite a bit of room to build such projects. For this reason we have not encouraged glider construction as part of our craft program—because we do not have sufficient space.

In summing up model plane flying, I would say that it is a very fine recreation activity. It also can become a hazard and a headache if it isn't properly regulated and supervised. You will reach many individuals through a model plane program whom you would probably not reach in any other recreation activity.

Valentine Post Office

Sherrill T. Becker



Teen-agers as postal clerks and delivery men operated the Valentine Post Office.

WHEN time draws near a special holiday, every organization frequented by children plans a party, but what kind? Is it one with the usual games, the usual prizes; or is it one that's different and not soon to be forgotten?

The teen-age club of the Parkland Recreation Center, operated by the city division of recreation in Louisville, Kentucky, recently sponsored a party that was different indeed. When the girls and boys gathered to discuss plans for a Valentine celebration, they hit upon the idea of a special delivery Valentine mail service, replete with postmaster, clerks, and delivery men.

But, of course, they first had to have an office in which to operate. And so a

"contractor" was appointed. Seventeen-year-old Cleveland Sheilley, member of the club, won the nomination. Setting busily about, Cleveland began "bidding" for materials. First, he procured two coca-cola bars; then, old scraps of plywood from a near-by lumber yard; nails from the crafts chest; and last of all, yards of shiny silvered paper.

Placing the two bars end to end, Cleveland formed the counter, fifteen feet long, four feet high and two feet wide, which served as the foundation. Upon this, he constructed a window service, replete with slots for mailing. To the extreme left of the counter was erected a shield, in which two windows and two mail slots were cut, for information and incoming mail services. To the right side of this section was another shield formed by a lattice work of plywood strips placed over a solid panel into which two windows and one slot

were cut, where outgoing mail was handled. And there was a long, open counter where the "mailmen" received their deliveries.

The effect was quite realistic. The only apparent difference, between this and a regular office was the fancy decor—the silver paper was used on the front of the stand, with gold glittered cupids, twisted swirls of red and white crepe paper, and a midnight blue background ablaze with twinkling red hearts.

The office was ready; the force was on the job. The postmaster "barked" instructions; three girls—the clerks—busily sorted, by name, nearly four hundred valentines. Some they personally delivered through the window; most they turned over to two little, snappily "chapeaued" mailmen who delivered the mail throughout the center.

In the meantime, the eagerly awaiting recipients played festive valentine games and indulged in refreshments of every description. The party was indeed a success, a tribute to the ingenious minds of the club members.

The postal service was so popular that the teen-agers are discussing plans to set it up many times throughout the year when it would be feasible and appropriate: Easter, when baskets or eggs can be delivered in like manner; a group birthday celebration when congratulatory cards are in order; maybe even on the Fourth of July—to exchange gifts such as flags, historical novels, and so on. "The entertainment value of the project," said Mrs. Jean Bocko, center supervisor, "is priceless, even though the cost can be measured in pennies."

SHERRILL T. BECKER is public relations supervisor in the City Division of Recreation in Louisville, Kentucky.

Legalized Model Plane Flight

Henry T. Swan



• Model airplane flying is now legal inside the city limits of Phoenix, Arizona. At a series of neighborhood "Know Your City" meetings,

held by the Phoenix City Council in the spring of 1953, one question recurred time and time again: Where can youngsters fly their model planes without being run off by the police? The council turned over the solution of this problem to the parks and recreation department.

A meeting was called by the recreation division of those people who had shown an interest and a desire to see model airplane flying in local neighborhoods. This group recommended that:

A. A voluntary advisory committee of five members, one of them to be a member of the recreation division staff, be established by the parks and recreation department to work out flying areas and times, and to recommend practices and policies for model airplane flying; that the committee's recommendations be submitted to the superintendent of the parks and recreation department or his agent and receive consideration in the same manner as other policy matters; that is, they would, if necessary, be referred through channels to the city council for final consideration. One of the purposes of the committee would be to act as liaison between model plane fliers and the public.

B. The Code of the City of Phoenix be revised or amended to permit model planes with internal combustion engines, not to exceed thirty-five hundredths cubic inch piston displacement, to fly on designated areas at designated times as regulated by the parks and recreation department.

Under this plan, the city would be divided into zones and model planes would be flown on various areas in each zone. This plan would keep model plane flying to a minimum on any one area.

The Phoenix City Council acted rapidly, and amended

the Code of the City of Phoenix pertaining to noise under prohibitions to read as follows:

"To discharge into the open air the exhaust of any steam engine, stationary internal combustion engine, motor vehicle or motorboat engine, except through a muffler or other device which will effectively prevent loud or explosive noises therefrom, provided, however, that the flying of controlled model airplanes, sailing of model boats or racing of model automobiles, having internal combustion engines not to exceed thirty-five hundredths cubic inch piston displacement, when used in the pursuit of a recreation hobby and at such locations as are under the jurisdiction or control of the Parks, Playgrounds and Recreational Board of the City of Phoenix, and only at such times as may be designated by the parks department shall not be deemed to be within the provisions of this ordinance."

As soon as flying was legalized, the Model Airplane Advisory Committee of five members began to act. They set up an all-city flying date, a time when model airplane enthusiasts from all over the city could gather together at one area, not only to fly planes but also to secure first-hand information concerning the new law pertaining to model plane flight. As a result of this first of all-city flying events, three local areas were opened to model plane flying.

Forms are used by the parks and recreation department in establishing flying areas and times. These are filled out by model plane enthusiasts—three fliers' names are required in order to establish a new flying area. The first three areas opened happened to be school playgrounds. The Model Airplane Committee approved the times requested by the model airplane fliers with certain reservations. One request came in to fly every night in the week at a certain school ground. However, the committee felt that the flying should be restricted in local neighborhoods so that the folks living around the area would not be annoyed by the noise of the small motors. The committee cut down on the time for flying and established a twice-a-month schedule. On one area, flying time is the second and fourth Wednesday from

MR. SWAN is the superintendent of recreation in Phoenix.

5:00 P.M. until dark. On another area, flying time is the first and third Friday, from 4:00 P.M. until dark. On another area, which is a bit isolated, flying is permitted every week on Saturday afternoon. Before flying can be done on a school area, and after approval of the Model Airplane Advisory Committee, a member of the parks and recreation department staff consults with school officials and secures clearance from the schools.

As soon as a flying area is approved, model plane hobbyists who have requested flying time are given about one hundred copies of a letter which goes "To Our Neighbors." This letter is an introduction to the people around the flying area, and reads in part: "We, your model airplane flying neighbors, and our advisory committee, want you to know the need and the good of the recreation hobby of flying model airplanes.

"Model airplane building and flying is the number one hobby in the nation. One of the assets of this hobby is that it brings youngsters and adults together in a common endeavor. The value of model flying has long been known by the training divisions of our army and navy who sponsor model airplane clubs and regional and national model airplane competitions.

"We realize that the noise of these small motors is sometimes annoying; therefore, we plan on using any single area as sparingly as possible.

"The advisory committee was formed to act as the liaison

agent between the public and the model fliers. Any problems, questions, or information concerning flying on these parks and playgrounds may be referred to any member of this committee." The five committee members and their telephone numbers are listed and at the bottom of the page is this notation: "We invite you to drop over and watch the flying. It is really quite an art."

We have run into one problem: after flying was authorized on one playground, the youngsters felt they could fly at any time on that area. They began turning out at eight in the morning—flying all day and into the evening. Model airplane committee members visited the area, talked to the boys and enlisted their cooperation. Now, model airplane flying is restricted to the times established by the committee.

The future of this program looks bright. All complaints against model plane flying will be handled by the Model Plane Advisory Committee. A group of adults and youngsters will visit people who have complaints to make and will attempt to convince them of the value of the activity.

Model airplane building and flying, according to a recent survey of more than 11,500 hobby shops, department stores and hobby magazine publishers, is the number one hobby in the United States today. Our army and navy need good qualified pilots, engineers, and other aeronautical personnel. One of the ways recreation departments can help the armed forces prepare recruits is to make available model airplane flying in their communities.

Talent File

Our talent file is a stack of three- by five-inch cards kept in a small case on my desk. It contains the names of people who can speak, act, sing, dance, lead games, contests, officiate, lead singing, conduct dance bands, do magic, or assist in any kind of social event; and it is for the community to use. It is a handy reference when program chairmen of service clubs, PTA's, Scout troops or 4-H clubs call on me for help. It is part of our community service.

We built up our talent file by talking with everyone with whom we came into contact, asking each person if he would like to be placed in it. Some people perform for a fee, but about ninety per cent just like to do it for fun. Through the personal contacts made in my role of party leader, entertainer and song leader I have the opportunity to talk to many folks, and each year many names are added to the talent file. It, of course, contains the names of the folks to contact at the high school, the dance

studios, the music teachers in town and the various departments at Kansas State College—such as the radio station, the dramatic, music and physical education departments.

Every town is full of talent that is often overlooked because no one has taken the trouble to assemble information about it. As a result, one sees the same array of talent time after time, and certain other people miss the opportunity of performing at all.

It has been my effort to get people to get out and perform. The teachers of the schools and college have the same idea, and, as a result, we are constantly running into new talent. The music and dancing teachers are more than anxious to show off their students, and get in touch with me from time to time.

Our party service consists of literature, advice and supplies. Our literature, of course, consists of all of the manuals put out by the National Recreation Association. In addition we have our own

party guides, which we publish and distribute through the mail and at the public library. We assist anyone to plan a party, dance, banquet or social.

Our supplies consist of game kits, movies, projectors, public address systems, records for square dancing, social dancing or entertainment, phonographs, rule books and flags. In our party game kit we have twenty party games such as rook, flinch, canasta, bridge, cribbage boards, checkers, dominoes, bingo, monopoly, and so on. A merchant supplies us with free playing cards, which have his advertisement on the back.

We have made an effort during the past two years to emphasize the importance of home play, neighborhood parties, and social occasions for small groups. We keep the favorite slogan of the National Recreation Association, "The Family That Plays Together Stays Together," constantly before them.—FRANK J. ANNEBERG, *Superintendent of Recreation, Manhattan, Kansas.*

Recreation For The Pre-School Child

Evelyn Kirrane

TOO little has been written or said about recreation for the pre-school child in comparison with the other age levels. Yet this is the time when desirable recreational attitudes may be developed which will have a carry-over value all through life. Who should assume responsibility for the recreation of this age group? The school? The home? The public recreation department?

In Brookline, Massachusetts, the public recreation depart-



The learning stage. No child is forced to join activities.

ment has done a great deal toward meeting the needs of this young age-group. In this article, we shall refer to the pre-school child as the four-year-old. He runs and climbs and jumps fairly well. He can ride a tricycle, drive a wagon, manipulate a sled. He knows how to cut on a straight line, can pile blocks into somewhat complex structures. He can draw fairly well. His vocabulary is composed of approximately 1,500 words. There is a great desire for group approval and tendencies, in some, to exclude others from their play.

The Brookline Recreation Department has established five Morning Play Groups, in their recreation buildings, for children of this age. Each group consists of twenty-five boys and girls. They meet Monday through Friday from 9:00 A.M. to 12:00 M., October through May.

Registration is held during the summer months and is open to any child from three years and nine months to four years and nine months as of October 1, regardless of financial background. The oldest one hundred and twenty-five are accepted each year, provided they are in normal health both physically and mentally.

A typical daily program includes the following:

1. *Morning Health Inspection.* This includes an examination of the throat, eyes, nose, ears, skin and hair of each child

before he is allowed to join the rest of the group. All children who do not pass the inspection are excluded from the group and their parents are notified.

2. *Outdoor Play.* When weather permits, a period of play is spent out of doors each day. Swings, slides, jungle-gyms, seesaws, sandboxes, tricycles, shovels, pails, trucks, carts and toy houses are available.

3. *Indoor Free Play.* A major portion of the program is set aside for free play. This provides an ideal learning situation in which the children may choose their own activities and, in the meantime, are broadening their experiences and acquiring new skills. Puzzles, beads, storybooks, clay, painting materials, climbing apparatus, trucks, tricycles, carts, dolls, dolls' beds, and other toys are available.

4. *Organized Activity.* This forms only a small portion of the program—fifteen to twenty minutes. It teaches the child the first rules of adjustment to more formal requirements. The learning situation is also stimulated. No child is forced to join the group activities or to stay if he prefers not to do so.

5. *Rest Period.* Each child has a short rest, usually from seven to fifteen minutes, depending on the need. He brings his own blanket for this period.

6. *Other Phases.* The program includes storytelling, story-plays, rhythms, coat-room routine, toilet routine, and seasonal parties.

In regard to the staff, the instructor is undoubtedly the most important single factor in the success of such a program. It is she who creates a good or poor play environment and directs or encourages the play in worthwhile directions; she must be able to control the organized play period and have deep understanding of the children.

In Brookline, the women recreation leaders are directly in charge of these groups. They are trained leaders who have had courses in health, psychology, methods of teaching, and so on. In-service training is conducted through workshops, lectures, and demonstrations. The whole program is coordinated through the director of recreation and the supervisor, who organize the program, arrange for staff meetings, lectures and workshops. Constant improvement of instruction is emphasized. Assisting the recreation leaders are practice teachers from local colleges; also, each parent is asked to spend one day a month with the instructor. Through this, the parents gain a deep understanding of their children.

Such a program can be operated with very little outlay of money. Is it worthwhile? Definitely. As Johnny, with a big smile, said to his mother when she called for him, "Gee Mom, I had a lot of fun!"

MISS EVELYN KIRRANE, the author, is recreation supervisor, Brookline Recreation Department, Massachusetts.

Norma Stahl interviews Virginia Tanner, Director
of the Children's Dance Theater of Salt Lake City.

Dancing Children

TWENTY-TWO little girls danced goodnight and the curtain came down on the Jacob's Pillow performance of the Children's Dance Theater. There was a second's hush and then the applause and bravos broke out. The audience, consisting almost entirely of dance professionals, rose in a body at the first curtain call. Many of them were in tears. Two noted choreographers rushed backstage to embrace the performers. A once-in-a-lifetime experience had occurred and dance history was made.

Yet all that had happened on that July nineteenth evening was that twenty-two youngsters from Salt Lake City had danced the simple things they knew about: the patterns of whirlpools they had seen under Niagara Falls on the trip east; some childish nightmares about a dress caught in a door; a clock ticking in an empty room; an anaesthetic that made a tone resound; a goodnight dance in which, dressed in white nightgowns, they asked blessing for tiny things of the wilderness, while at the back of the open stage fireflies flickered in the summer evening.

Behind the magic of this night's performance was the week-long bus odyssey which brought Virginia Tanner, her dancing children and their mothers from Salt Lake City, starting at six A.M. on July eleventh. The spirit of good tramping and amiability that marked the trip had a lot to do with love of dance and a lot to do with Mormon ideals. Cooperation was no new experience for these children and their accompanying mothers. Along the way the group sang Mormon hymns, sewed costumes, stopped wherever possible in state park grounds to limber up bus-cramped muscles, and visited shrines that marked the long trek of their Mormon forefathers out to the home these new pioneers had left. When they descended en masse at restaurants, all ordered the same thing to help out the cooks and waiters. Each child—some of them as young as eight—received a twenty-dollar bill every five days from which she had to budget food expenses. The budgeting went so well that there was enough left for extra treats like the visit to Niagara Falls and a trip around Chicago.

What the enthralled audience could not see were the months of planning, the ingenuity and love by which children and adults raised the money to make that appearance possible. The children were responsible for earning one hundred dollars apiece for the fund. They dressed dolls, gave musicals, and ran, with their mothers, possibly more rummage sales and raffles than Salt Lake ever hopes to see again. Mothers and grandmothers gave steak dinners and charged admission. Fathers got after the business firms. The Church of the Latter Day Saints donated a sum, as did the mayor and other city officials. An addition of eight hundred dol-

lars was gained from the sale of "Ginny" dolls, dressed in white nightshirts and named after the children's pet name for their teacher, "Miss Ginny." Of the three hundred pupils taught by Virginia Tanner, only the twenty-two best and most gifted were selected to make the trip. But the three hundred, along with their parents, worked as one. Finally the job was accomplished. The sum of \$7,500 was earned to sponsor the march on the two New England dance festivals, the one at Jacobs' Pillow, the other at Connecticut College, to which the group had been invited. After the lecture demonstration on July nineteenth at the Pillow, the Children's Dance Theater proceeded to New London for a performance there on July twenty-seventh. The invitation had come as a result of the appearance of the group at the Perry-Mansfield School in Colorado last year and the word which had spread that here was something that the East could well look into.

Behind the magic too, indeed, at its source, was another kind of magic. It was contained in the presence of the tall, soft-spoken young woman who for over ten years has been teaching children to dance at the McCune School of Music in Salt Lake City. "Helping" children to dance might be a better way of putting it. For Virginia Tanner imposes no rules, makes no fetish of any system other than that of developing good strong bodies and the child's own spirit. Though she is always eager to find what she calls "the child born sensitive to movement and creative energy," she helps to release, in each of her children, the individual capacity for self-expression. By sticking to what the child has felt and understands, by gentle suggestions and hints which quickly point out to the child what is best in her own improvisations, by being patient and waiting for the right moment, she draws out what the child has to give. All the compositions which the children do are created in this fashion.

Making an expressive movement with a slender hand, she says, "When they are ready, they reach into their souls to find dance."

As for technique, "Here are some shiny copper pennies," she says to the children. "In front of you, to the side and

in back. See if you can touch them with your toes." Little legs shoot out, straight as ramrods, tiny arches curve, toes in a perfect point. If there is jumping or leaping to be done, then they must pluck the cherries from the highest bough. Imaginations are kindled and technique is acquired through the child's own desire to reach the imaginative goals that are set. This is an attempt to teach technique creatively, not to develop professional dancers in any one style. At present, Lew Christensen, teaching ballet at the University of Utah, has ten students trained by Miss Tanner. Others of the children who go on to train for professional careers find themselves well-equipped with the fundamentals that prepare them for any style of dance.

Miss Tanner's pupils at the school range in age from three to eighteen, and she of course adjusts her approach to the needs of each age. For the talented older girls, who have been with her at least six years for example, there is also the teacher-training program, from which they go on to become demonstrators for her classes. She has three such young student-teachers at present. The students who have all their dance classes after regular school hours, meet for two one-and-a-half-hour classes each week. The younger pupils have two one-hour sessions.

Miss Tanner discovered dance early and discovered, also, some of its evil practices which nearly robbed her of the

was looking for. This was her first formal training.

After that, she was back at the University of Utah to get her degree. There, she says, dance was "still in the scarf-and balloon-throwing era." The closest Virginia could get to what she wanted was by taking a physical education major. In 1939, she heard that the Humphrey-Weidman group was touring. How wonderful it would be, she felt, to invite them to Salt Lake City! She rushed around to various civic groups and culture clubs. No one saw the point. In the end, Virginia decided there was only one thing to do. She would sponsor the recital herself. She rented a hall, got out publicity, had tickets and programs printed and sold \$1,500 worth of tickets. Salt Lake City saw its first modern dance recital. So impressed was Doris Humphrey with this young, dance-hungry impresario, that she offered her a scholarship in New York. The next fall Virginia was hard at work in the Humphrey studio.

Now she was on the right path and knew it. There were to be no more detours. She would help children to discover dance.

She began her classes at the McCune School of Music out of which grew the Children's Dance Theater. At the same time she began the practice of ever so often coming back east to study. But she emphasizes that this study is for herself. She does not keep coming back so that she can teach her children the latest things from New York. She is free from that erroneous modesty carried about by a number of teachers who regard themselves as nothing but empty vessels to be filled at the founts of professional studios, thence to be rushed back to the hinterlands without spilling a drop and dumped over the parched heads of their students.

She has grown with the school. She likes to recall how at the beginning she gave classes consisting of forty-five minutes of improvisations and fifteen of technique. Now the proportions are reversed and the major part of the class is devoted to the creative approach she has developed to teach technique.

Miss Tanner is very positive when she speaks of dance as a spiritual experience second only to a religious experience. She believes, in fact, that the church and the dance class supplement each other. As she sees it, the dance is a kind of faith. The deeper the faith of the child in what she is dancing, the deeper will be the spiritual response. It is because children are so eminently capable of faith, and also because Miss Tanner has managed to remember "why it was she started to dance," that the Children's Dance Theater has been possible.

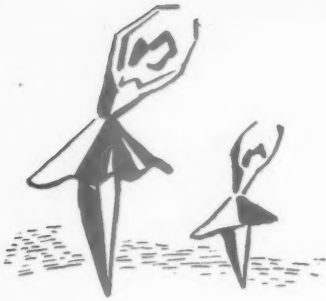
One small incident takes its place beside what will surely become a great legendary dance event at Jacob's Pillow. When the "bravos" began to thunder down, one little girl who had never before been far from home, and who was quite unaware of her power to make a magic world for adults, touched "Miss Ginny's" arm. "Why are they calling 'Provo'?" she asked. "Bravo" was a word unknown to her, and 'Provo' is a neighbor town to Salt Lake City. The little girl knew a lot more about Provo than about what happens when an audience of professionals breaks down and cheers.



Virginia Tanner and her youngsters from the Children's Dance Theater in an imaginative number danced on TV show.

career for which she seemed suited since babyhood. As she loved to dance, her parents enrolled her when she was six at a dance studio where a rigid technique was imposed on even the tiniest pupils. Virginia ended the first day in tears and never wanted to see another dance class. The memory of a harsh discipline which killed the joy she felt when dancing by herself stayed with her, and in fact she did not again enter a dance studio until she was eighteen. This was in Washington, D. C., where she studied with Evelyn Davis, who specialized in the teaching of children and incorporated into her work "a soul-giving thing" which young Virginia

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creative ballet

Carolyn K. Stern

Television has brought the ballet into the home, and every little girl at some time or other visualizes herself as a ballerina, floating over the stage in a tou-tou or cloud of chiffon. In many cases the embryo ballerina high-pressures her parents for ballet lessons. However, ballet dancing is a skill and requires many hours of practice, just as learning to play the piano or acquiring any of the sports skills. Within a short time many children lose interest in the dance because of the constant repetition and monotony of learning steps and exercises.

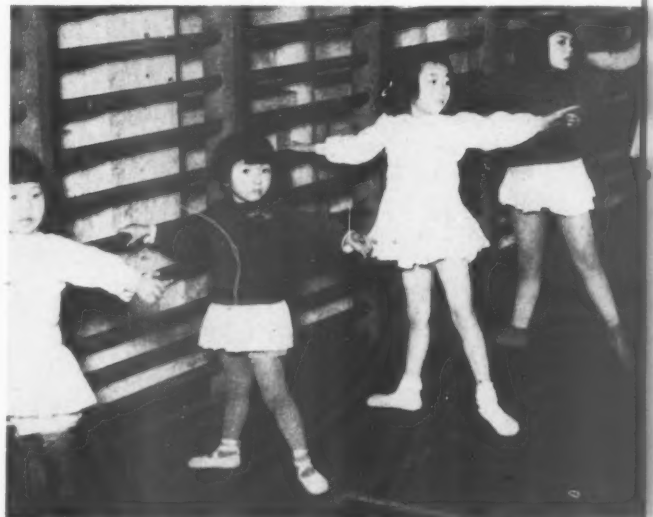
Usually the desire for lessons comes between the ages of five to nine years. Any child who so wishes, boy or girl, should be given the opportunity to explore the field of the dance. It should be a pleasant experience that teaches him something about the ballet, the fundamentals of movement and rhythm and gives him a chance for self-expression. Some children are able to express themselves through speech, but most children can do so only through action. Here we have a field that covers many facets of recreation—dancing, rhythms, creative activity, music and socialization.

At the Bergen Street School Community Center, Newark, New Jersey, there has been a demand for ballet classes for the past four years. Previously the requests were for tap and folk dancing. It was realized that the center could not meet the requirements of the typical ballet class. Nor did we care to do so. Our facilities consist of one very small gymnasium, irregular in shape. As there is no piano, a record player is used. The first two years of classes were experimental to a certain degree, the teacher trying out the classic ballet, modern ballet and rhythmic to find the medium best suited for a playground program. At the start of the third year we knew what we wanted the child to experience and also what the child really enjoyed. We were able to set up these objectives. To give to every child:

1. The experience of the joy of expression through movement.

2. An understanding and appreciation of ballet as an art form.

3. Ability to express ideas in this form and to interpret one's own thoughts and feelings.



Every little girl longs to be ballerina, increasingly demands ballet classes. Above, tots in a YWCA class, Osaka, Japan.

4. Knowledge of all the different ways in which the body can move.

5. Opportunity to develop a sense of rhythmic accuracy.

6. Knowledge of some of the fundamental ballet steps and their names.

7. Opportunity for socialization within the group.

In October, 1952, eighty little girls, between the ages of seven and ten years, reported to the gymnasium for their first lesson. Sixty of them remained until the closing of class at the end of April, which is a fairly good indication that they enjoyed the lessons and felt that they were learning to dance. The group was divided into two classes, meeting on different days, because of the inadequate size of the gymnasium. For

MISS STERN, recreation teacher, Bergen Street School, is summer field supervisor of recreation, Newark, New Jersey.

the same reason, only girls were enrolled, and the age classification was enforced. Every effort was made to keep fast learners in one group. Age is not necessarily the criteria for the grouping, as some ten-year-olds learn no faster than eight-year-olds and vice versa. Lessons are free, no costume is required. Everyone dances barefooted, some of the children wear playsuits or shorts and blouses, while just a few have leotards. Some just wear their school clothing. No visitors are allowed except the few mothers who call for their children. Incidentally, these mothers operate the record player, take an active part in party preparation and program, assist the children to change their clothes and help in many other ways.

The recordings we use are Freda Miller's Album Number 1, Accompaniment for Dance Technique, and Album Number 4, Music for Rhythms and Dance; also, RCA Victor Album Number 5, Rhythmic Activities. There are many other recordings that may be used; however, recordings are expensive and the Freda Miller albums offer more variety and are better suited for this type of activity than others that we have heard. They can be ordered from her at 8 Tudor City Place, New York City.

A typical lesson begins with about ten minutes of simple limbering exercises. Most of these are done either sitting or lying on the floor and are patterned after modern ballet techniques but adapted for the use of this particular age group. We do not emphasize differentiating between right or left foot or hand and take very little time for individual correction. There is almost constant general correction or reminders during the exercise to straighten up or point the toe or straighten the knee; but never does correction slow up the lesson so that any child loses interest. By the end of the season most of the children have developed fairly good techniques. No exercise is continued for a duration so long as to tire the child. These limbering exercises include many non-locomotor movements—bending, stretching, pushing, pulling, turning, twisting, swaying, swinging, striking, dodging, shaking, vibrating, rising and falling.

The limbering exercises are followed by locomotor activities—walking, running, skipping, sliding, jumping, hopping, leaping and galloping. The rhythm is clapped out until it is learned, then all can enter the activity in a spirit of play: we gallop like horses with "Hi-Ho Silver" resounding throughout the gym, we jump like a bouncing ball and have other similar activities. After this period we listen to a recording and the children are asked, "What can you do to this music?" Then they demonstrate whatever locomotor or non-locomotor activity is fitting for that particular recording. Or we might ask, "How does this music make you feel?" They will respond by saying, "Happy," "Gay," "Sad," "Mad," "Tired" or whatever emotion or feeling the music has suggested to them. Then we act or "dance" the theme. The lesson usually ends with an activity that includes jumping or leaping or combinations of these, and every little girl says goodnight to the instructor with a curtsy in traditional ballet style.

No dance steps are taught until five or six months after the lessons have started, yet the children feel that they are

learning to dance right from the start and are able to express themselves through rhythmic activity within a very short time. The first week in December the teacher announced a joint Christmas party of both ballet classes, to be held just before the closing of school for the Christmas holiday. Each class was to make up a dance as part of the entertainment. This was accomplished by playing several appropriate, seasonal recordings for them. They were asked to think of a Christmas story that they could tell by "dancing it out" to any of the recordings. There were a few suggestions the first week and by the following week almost every child had some suggestion. In one class the story the children liked best was that of the first snowflake of the season that came down from heaven and fell into a puddle of muddy water. The other snowflakes saw the plight of the first flake and followed it down until there was no longer a puddle, just clean snow. Here was a simple theme, of their own devising, within their understanding, which they could and did interpret for their own enjoyment and that of the other class.

In March the children made up their own ballet. We all talked about it, and decided to take a week to think it over. At the end of the week, the children all discussed their ideas, and a little nine-year-old brought in a complete original story she had thought up for the ballet. She told it to the group, and they unanimously and enthusiastically accepted it. And so the ballet "Springtime" was born. The ballet was presented at the closing party the end of April. Parents, brothers and sisters were invited, and there was no admission fee, just a ten-cent charge for ice cream for those who cared for it. The mothers contributed cake and cookies. Each class was responsible for certain parts of the ballet, the children making up or interpreting the action throughout, with the exception of the finale, which was danced by all in true classical manner. The children watch ballet on television at home and get some idea of interpretation from this medium. However, it was observed that those things they noticed and incorporated from television were, to a great extent, similar or the same activities or steps that they had learned in class. This shows that not only have they learned to appreciate and understand ballet on television, but that television has helped them to express themselves through the dance.

The teacher does help to put the dances together, as there are many ideas and suggestions from the group. Occasionally there are no ideas or interpretations forthcoming, then the teacher works with the children from what they know, helping them to think of things or people or activities that they have observed, until they are able to bring about a solution of their problem.

The costumes worn for the ballet party were very simple. For instance, those girls who were flowers wore pastel summer dresses and crepe paper hats made to resemble a flower. The butterflies wore bathing suits or leotards and paper-muslin wings with the design applied with crayon. The costumes were made by older children in the playground craft groups. All the participants enjoyed the experience. They had fun in their own share of the endeavor and in observing the efforts of the other groups.

It is a simple matter to present a ballet of this type. There are no long rehearsals necessary. Each group learns its own part of the ballet during regular class time, after the routine lesson. The few soloists work out their parts in other than class time and only one rehearsal for the entire group is held.

There are many advantages in this kind of creative rhythmic activity in a playground program. Large classes can be accommodated and the interest of most of the children can be held. The teacher need not be highly skilled or trained in any field of the dance. Any physical-education major, or someone who knows a little about ballet and rhythmic activity, can teach a class of this sort. There are no expenses for this activity except for the recordings. At our playground, the teacher is a regular staff member. With rhythms or dance classes of this type one has a great deal of material

for a playground show. With very little preparation and few rehearsals, these children can make up a dance or ballet that has meaning to them and to the audience. Furthermore, the dance can take the theme of any type of show the playground is presenting.

The value of these dance lessons to the child is obvious to the parents. The comments most frequently made are to the effect that the child has gained poise and self-assurance, that she can mingle and feel at home with groups of children, either friends or strangers, and that an interest has been aroused in the other arts. Here is an activity that aids in the development of the total personality and helps the child to arrive at his fullest growth—physically, mentally and emotionally—through increased body coordination and skills, a greater appreciation of the arts, and through the joy of expression through movement.

"We Participate in Recreation"

William H. Radke

Anyone working in recreation is faced with the problem of getting to the public—letting people know that your program includes them, and making them aware that it affords pleasure, relaxation, and education. In most recreation activities, nationwide, it's a policy to register those who participate in any phase of the program or share in the use of public or private facilities. These people form an excellent base for broadening the understanding of specific activities as well as the over-all program.

In Brookfield, Illinois—voted one of America's ten outstanding cities in 1952—this problem of publicity was considered by the recreation department. It occurred to us that something was needed to stimulate questions about recreation—something not normally included in standard forms of publicity such as printed program schedules, newspaper articles, or special bulletins. Rather than something to be worn, a decalcomania which can be mounted on the family automobile windshield, on a window of the home, or countless other places, was designed.

The decal is simple but carries a message. It is in the form of a circle three and a half inches in diameter. Circumscribing the upper half of the circle is "WE PARTICIPATE IN" in black lettering; the word "RECREATION," in bold blue letters, runs horizontally through the center; and the words "IN BROOKFIELD," in black letters, complete the lower half of the circle. A blue silhouette figure is used in the center above the word "recreation." (Our figure is a swimmer because Brookfield has a year-round swimming program; however, any figure or design relating to the local over-all

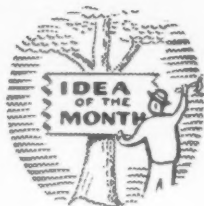
program would be suitable.) The background is white, and the whole decal is set off by a bright red border.

Decals have several advantages: mounted on glass, they will last for two years; they are bright, colorful, and inoffensive; they are most economical when purchased in amounts of a thousand or more. The first thousand should cost about sixty to seventy dollars, including the art work which the firm will do for you at your direction and approval. After that, if you can use more decals, they become progressively less expensive as no art work is necessary on the reorder. However, seven cents each is not a high price to pay in order to bring recreation before the eyes and into the thoughts of so many people.

What good does a decal do? Well, we all like to be members of something or other; we are gregarious by nature. The decal distinguishes us as one of a special group. Since the recreation participant knows all about the phase in which he is active, he is eloquent when his neighbor asks what that "recreation thing" stands for; he begins by telling about his pet activity. His neighbor may be interested, but perhaps doesn't care for this particular project, so asks what else is doing in local recreation. Chances are the recreation advertiser can give him some additional information and refers the questioner to the recreation office for more detail. There, you see, is real word of mouth advertising arising from this decal.

Do the people like them? They certainly do. They display them proudly and are disappointed if they are inadvertently omitted when the decals are distributed; so from our point-of-view they are both effective and inexpensive publicity. Their use adds to the local color and is a good interest stimulator.

MR. RADKE is the recreation superintendent, Village of Brookfield, Cook County, Illinois.



From Bitter Experience . . .

Not long ago, we were lucky enough to have several of our training specialists spend a few days in the office. We shop-talked, of course, and out came some examples of unusual accidents, or disagreeable incidents, that had taught them a lesson. We thought you might like to hear about them, so that you can profit by their experience. Discuss them in staff meeting. Use them in your in-service training program.

1. Relays Indoors. A play leader was conducting a relay and didn't notice that the baseline was too close to the wall. A little girl came dashing across, couldn't stop, put out her hands to keep from hitting the wall—and broke both wrists.

Remedy: Always be sure that any baseline is far enough away from a wall to allow the player to slow down. This would hold true of trees, posts, and so on, out of doors.

2. Indoor Games. Many indoor gyms or rooms have posts, either round or square. Both are dangerous, particularly the square ones. In playing active games in such an area, shins, noses, hands and feet have been cut or bruised by running into these posts. (Could be trees outdoors.)

Remedy: Try to get posts covered with padded canvas. If you don't see the room ahead of time, and find these posts uncovered, have three or four people stand around the posts while the game is going on.

3. Broken Glasses.

a) The group wanted to play Arches (the mixer in which several couples form arches and at a signal lower their arms to catch others passing through, who then form arches, until no one is left.) One man's glasses fell off and were broken as he bent to go under the arch.

Remedy: Always look around the group to see who're wearing glasses, and use those people to form the first arches.

b) A boy in a volleyball game took off his glasses, put them on the sideline—and the ball hit and broke them.

Remedy: Always warn players to put their glasses in the case, or give them to someone to hold.

c) A man in a grand march stuck his glasses in his breast-pocket. In bending over to go under an arch, the glasses dropped out of his pocket and were broken.

Remedy: Warn men to put glasses in case, and case in side coat pocket; women to put glasses in case in handbag—or give to a spectator to hold.

4. Square Dance Slip-Up. A girl sprained her ankle by slipping on the floor while square dancing.

Remedy: Never square dance or lead games on a waxed floor without precautions. If you can, make sure ahead of time that the floor is not waxed. If it has been waxed, make

the group take off their shoes. Bare feet are even better than stocking feet.

5. Break-Through Games. In Red Rover, one team of young recreation leaders had been reduced to two players. They called the name of one of the opposing players; and that young girl came dashing across, eager to break through and win the game for her side. The two players holding hands had braced themselves so well that when the girl hit their arms they were thrown together, their heads hit, and they were both knocked unconscious.

Remedy: Make the rule that a team in such a game wins when the opposing team has been reduced to three or four players.

6. Evade Ball. (The game requiring three teams. The members of one team run in turn between the other two teams from a fixed line, up to and around some point, while the members of the other two teams attempt to throw a ball that will hit the runner before he gets back to his line for a point.) A player turned his head to see where the ball was, and consequently veered left, running headlong into the next player on his side who had started to run. Both players were knocked out.

Remedy: Draw a line across the starting line. Require the runner to stay to his own right in returning, and the team to stay right of this dividing line in starting.

7. Chasing and Line Games. In games like Snatch The Handkerchief and Slap Tag, the player often snatches or slaps and then attempts to run backwards. When tagged, he can fall backwards very easily and get hurt seriously.

Remedy: Always explain, demonstrate and require the player to approach *sideways*, so that one foot will be behind him to act as a pivot. The player can then turn and run forward. If he is tagged and should fall, a forward fall is not as dangerous as a backward fall—and there's much less chance of falling.

8. Mousetrap. (Mousetrap is an adaptation of Arches, used for small children. Those forming the arches are the traps; the others are the Mice. At the word "Snap!," those forming the arches try to catch the others in the trap.) Small children, in their excitement, tend to push those ahead of them in the line, sometimes causing a fall.

Remedy: Explain that every mouse has a tail. Each child joins his hands behind his back to form the tail. This prevents pushing and shoving.

9. Microphones. In playing games or dancing, players or dancers often stumble over the extension cords, sometimes falling or causing the mike to fall.

Remedy: Put the mike as near a wall as possible, and see that a row of chairs is set in front of it.

How To Do IT!

How To Do It! by Frank A. Staples

ONE PIECE BILLFOLD



MATERIALS

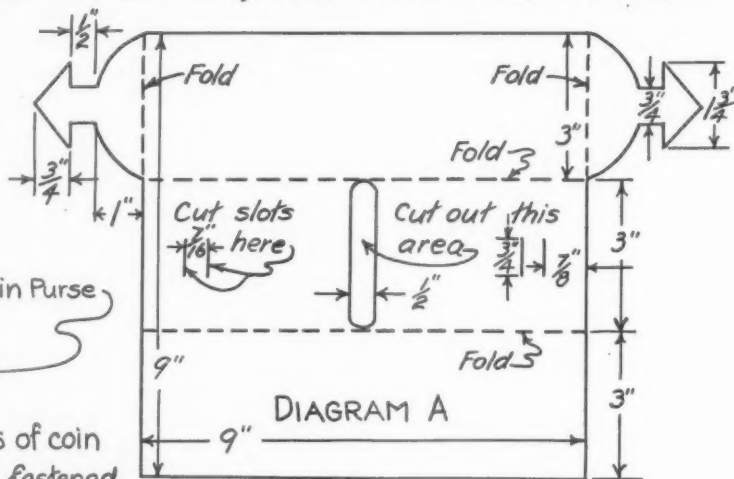
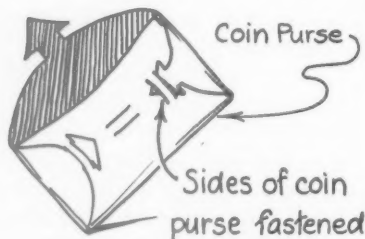
1. Leather - calf, steer hide, shoe leather
2. Scissors, Ruler, Razor Blade.

METHOD

1. Make cardboard pattern (see diagram A).
2. Trace pattern on leather and cut out.
3. Fold (see dotted lines on diagram A).
4. Fasten by putting arrow points thru slots.

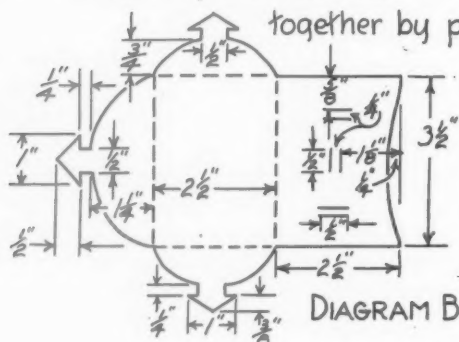
Note: If tooling leather is used design can be tooled on face of billfold.

Note: A coin purse can also be made. See diagram B.



Sides of coin
purse fastened

together by putting arrow points through slots.



Note: A snap fastener can be used instead of the arrow point and slot fastener on the flap of the coin purse.

All slots should be cut with razor blade ~ edges cut with scissors.

Singing Finale



A final feature was the appearance of a Hobo Rambler who happened to be passing by (he actually was groomed in advance for his task and was not personally acquainted with members of this particular group). His pleasant and soothing voice, with

ukelele accompaniment, provided the group with refreshing song leadership. To the tunes of "We're On the Upward Trail" and "Good-night Ladies," our Hobo Convention drew to a close until another year.

Two More Games

PENNY-PENDULUM RACE. Mark off a fifteen-foot straight course on the floor and provide a penny and a metal washer or bolt tied to a piece of string for each racer. Each player moves his penny forward along the course by hitting it with the bolt—which is manipulated by holding the end of the string and swinging it like a pendulum.



TIE AND NEEDLE QUICKIE. Neckties, needles and thread are the props for this game played with mixed couples. The man threads the needle while the woman ties the tie on him. First couple finished wins.

Part II of "Choral Speaking" will appear in next month's Recipes for Fun.

Recipes for Fun

HOB CONVENTION

LaVerne R. and Frederick M. Chapman

**LET'S GO TO A HOB
CONVENTION!**
Have you been slumming or bumming lately?
Do you remember the song, "Hallelujah, I'm
A Bum?"

We sponsored a "convention of hoboes" which featured our friends and neighbors dressed like tramps. Each of the couples contributed a dollar to the "kitty" with proceeds going to our local church.



Invitations and Decorations

Invitations were roughly fashioned out of cut-out-newspaper letters pasted on postcards. Decorations for the hobo convention presented no problem as, once our large living room was cleared of all furnishings, various debris was strewn about the area. Spider webs made from strings of black crepe paper were affixed to the ceiling and walls with transparent tape. Signs depicting "City Dump," "No Loitering" and "No Trespassing" were interspersed between large pictures (obtained from old calendars), orange crates, brush, cornstalks and nail kegs. In keeping with the theme, tin cans served well as ash trays. Old rugs, carpets and newspapers presented acceptable substitutes for chairs.

Welcome

A flashing blue light, operated through a blinker switch, welcomed guests to the hobo jungle. As the twenty-four "bums" arrived, they were led to an appropriate corner of the dimly-lit room. Name tags, lettered with fluorescent paint, showed up brightly on the wall in the dark. Fun was hilariously shared in attempting to identify some of the neighborhood tramps as we pinned on the name tags.

Social Dancing and Mixers

All too often married couples, such as those who attended this convention, do not have an occasion to enjoy social dancing. Slow danceable pieces, pierced the jungle atmosphere from a phonograph hidden in an orange crate. The Broom Dance provided an unexpected change of partners. Whoever had one of the two brooms (our brooms had warped handles) soon pawned the unlucky pieces off on new recipients. After the couples had thorough opportunity to share new partners, balloons were distributed to the men; and they demonstrated their windy abilities by blowing them up. As the music commenced again, pins were given to the ladies. Echoing pops and bangs then rang from wall to wall in the room as couples glided about the dance floor. The elimination balloon dance soon halted with the winners the couple who had successfully defended their own balloon to the end.

Charades

A relaxing change in the tempo was a fling at the popular game of Charades. The Cooties, Bedbugs, Fleas and Roaches each acted out book titles, verses, songs or sayings. Of course it was fun to guess what the teams' dramatic efforts represented.

Costume Awards

Just prior to chow-time, the convention frivolity ceased with a solemn ceremony of awards for the most unique costumes. We selected, by popular vote, those who were to receive certificates for best hobo attire. These certificates were then inscribed with the best-dressed hoboes' names.



Refreshments

In addition to several shifts of popcorn serving throughout the convention's program, refreshment time proved to be a period of delight. Each couple received a brown bag of assorted sandwiches. Baked beans were also served in true hobo fashion, on pie tins. Coffee served in mugs and apples topped off the frugal yet typical hobo food. A closing treat was the discovery of a carton containing boxes of Crackerjack which served as a hand-out for members to take home to their children.



Tramp-Trump

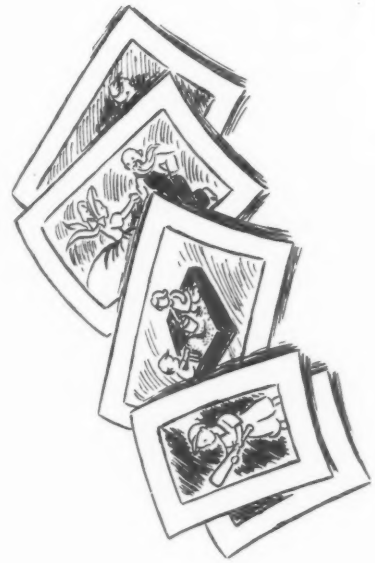
The next event, which followed the ceremony of turning on several dim lights, was Tramp-Trump, an adaptation, of the Biff-Bang game. The group sat in a circle. Whoever was "It" would point to a person and say "Tramp" or "Trump" with an ensuing reply being respectively the name of the person on the right or left according to which term was exclaimed.

Raisin Relay

When the conventioners became better acquainted, Raisin Relays were held. Each name tag specified the bearer as being a member of either the Bedbugs, Cooties, Fleas or Roaches. Each team member individually raced to a line of four equal piles of raisins. Hoboes with the assistance of toothpicks in their mouths stabbed as many raisins at a time as possible and returned the fruit to the next one in line who then ate them. The team devouring their raisin piles first was the winner!

Identification Contest

A highlight of the evening was the Identification Contest. Each guest brought his baby picture which was in turn flashed on a screen. On scraps of paper, guesses were written as to whom the snapshots portrayed. The contest was climaxed by the pictures being again projected and identified by their owners. An appropriate novelty prize was given the winners for this event as well as for the other games.





Ceramic crafts, as program activity or hobby, are popular with all ages and require careful handling.



Good housekeeping principles and personal cleanliness, to protect health of participants, should be strictly observed.

A Word of Warning

THE popularity of ceramics as a recreational hobby craft has been increasing throughout the past few years. One of the newer aspects of this work is the process of firing a glaze on copper.

Recently the health department of the City of Los Angeles was requested to study recreational ceramics to determine whether there are any serious health hazards in connection with the handling of the material, firing, and other processes. For the benefit of all recreation workers, part of the analysis of this report, along with the recommendations, is quoted:

"Mainly low temperature fired glazes, below 2000 degrees F., are used in hobby work. These glazes are commercially prepared in an aqueous solution for direct application, for the most part. Low-fired glazes may contain leaded frits, which can, if used improperly, cause lead intoxication.

"We found that some of the students were surprised to learn that ceramic glazes represent a health hazard. This is significant, since many of the adult students are instructors for ceramic classes held in the various parks scattered throughout the city, and some of these classes, we understand, are held for young children.

"The two methods by which lead may enter the human body are ingestion and inhalation. Lead is usually ingested because of ignorance. All hobbyists should be warned that

Ceramics Hazards

Wm. Frederickson, Jr.

washing the hands of leaded materials before eating or smoking is important in preventing lead poisoning. Young children should be closely supervised to see that all contaminated articles are kept out of the mouth.

"Lead may be inhaled in two forms, an aqueous mist or leaded dust. In the first case we have heard that glazes can be sprayed on articles. All spraying should be done with adequate provisions for the control of generated mist, in order to prevent its entering the breathing zone of the hobbyist. A spray booth is the best device for such control.

"Glazes dry into dust which may be dispersed into the air by currents of air generated by atmospheric conditions or just plain foot traffic. For this reason, good housekeeping practices are a must. Equipment, floors, and table tops should be regularly cleaned by vacuum or wet methods.

"Two air samples were taken during kiln-firing of ceramic articles in the basement. We wanted to determine the amount of lead fume given off during the firing period, which takes up a full day. One sample was taken with all outside windows and the door leading into the room closed, and the other with all the doors and windows opened. Neither sample showed any significant quantities of lead.

"While making our survey we learned of a metal jewelry hobby in which glazes are applied to the finished copper metal articles. Low-fired glazes are also used here and the same precautions should be taken as were previously mentioned.

"Below in summarized form are the recommendations we believe will help make hobby ceramics a safer pastime:

Recommendations

1. Students should be informed about the toxicity of leaded compounds.
2. Students should be taught good housekeeping principles and the importance of personal cleanliness.
3. Young children should be closely supervised to prevent the chance of ingestion of leaded material from contaminated articles, food and hands.
4. All glaze spraying operations should be adequately controlled to prevent the inhalation of mist."

If we are not observing the recommendations made herein, and if any of the conditions obtain in our own operations, we should take steps to protect patrons or recreation workers against the hazards which are shown to exist in ceramic craft.

MR. WILLIAM FREDERICKSON, JR., is the superintendent of recreation for the City of Los Angeles in California.

Specification for Asphaltic Pavement on a PLAYGROUND

Thos. H. Jones

I SHALL NOT be so naive as to state emphatically that asphalt is the proper surfacing for all places for play. However, analysis of all the facts gathered to date by the surfacing committees of the American Institute of Park Executives and the National Recreation Association, on which I have served for four years, indicates that we should retain the asphalt bituminous surface as the standard for the general play area. Until a better and less expensive surface is produced, I, as a park and recreation area designer, shall continue to use and to recommend its use for multiple-use areas.

The problems involved in the use of asphalt, or any other type of pavement, for places to play require the services of a capable designer, one who knows how to plan a site for maximum use and who has a good working knowledge of the materials to be incorporated. Satisfactory surfaces can be achieved only by:

1. Good design and preparation of complete specifications.
2. Using the best products or materials available.
3. Retention of qualified technicians, skilled workmen, and the use of proper equipment.

A deficiency in any of these factors may result in seriously impaired usefulness of the surface or the need of costly repairs.

Asphaltic- or bituminous-surfaced pavements can be laid over bituminous base, water-bound base or concrete. The surface should be smooth, dense, impervious and fine grained, of a texture similar to sheet or hot-laid asphalt. The hot-laid kinds of the fine-aggregate type are standard and produced for highway pavements in most states and large cities. Good patented bituminous base course and surface materials, usually cold-laid, are available on the market, but we should take full advantage of the equals which

are generally manufactured or mixed locally. The specifications for an asphalt or bituminous surfacing should be prepared with full knowledge of the surfacing laid on local traffic pavements, that is, of the kinds which local pavement constructors are equipped to lay and for which aggregate is available. The specifications for the complete pavement may often be simplified and costs reduced by reference to city, county, or state highway department specifications. Most paving contractors prefer to bid on state specifications, but these should be examined carefully and all requirements be eliminated that are not entirely practicable in their application to the specific project.

The design of the pavement depends upon the use it is to serve and the nature of the soil upon which it is to be constructed. On porous soils the over-all thickness of the pavement can be a specified minimum; but on heavy plastic clay soils the pavement thickness must be increased. Sub-soil drainage is extremely important and should be provided unless the sub-soil is porous and not subject to rising or lateral water movement. Surface drainage is also important, and longitudinal slopes under two per cent on asphalt will develop surface water pockets. In large paved and extremely flat areas, drain inlets and catch basins with adequate outlets must be installed and placed so as not to interfere with the designed use of the play areas. All asphalt play areas should be confined within curbed (flush or raised) edgings.

I have been asked to prepare a typical specification for an "asphaltic pavement for a playground." Frankly, I wonder if it is wise to prepare such a document, for no two sites are similar, and conditions vary greatly. Technical information in the hands of a neophyte can be dangerous and can cause the preparing agent considerable grief. In the face of these apprehensions I shall outline a specification for an asphalt playground pavement laid over a waterbound base as diagrammatically shown on Plate A, but admonish the user that the text and sketch are for guide purpose only.

MR. JONES is commissioner of Division of Design and Construction, Department of Public Properties, Cleveland.

If you are a neophyte, by all means retain a consultant or a designer for your project drawings and contract specifications.

Inverted Choke

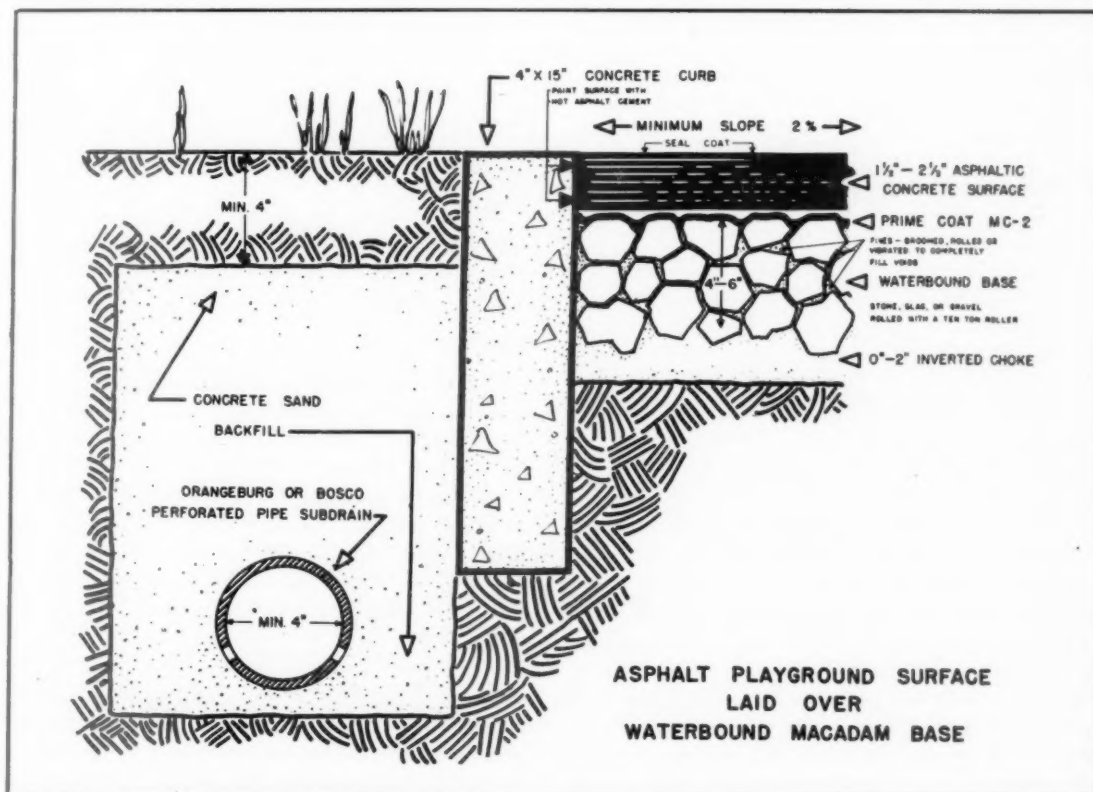
Under average soil conditions the completed playground pavement should be not less than six inches in thickness and preferably seven inches. The bottom course or first layer to be installed over the prepared subgrade should be a fine aggregate insulation course or inverted choke of granulated stone material, sometimes referred to as screenings, one to two inches in uniform compacted thickness. The fine aggregate should be composed of limestone, air cooled blast furnace slag, crushed gravel screenings, or grade B water granulated blast furnace slag, graded so that 100 per cent passes a standard $\frac{1}{2}$ -inch sieve, 90 to 100 per cent passes a $\frac{3}{8}$ -inch sieve and 10 to 30 per cent passes the No. 100 sieve. The aggregate for this base course should be spread upon the prepared subgrade to such depth that after compaction it will be of the form and dimensions shown on the project plans. The placement of the inverted choke gives added assurance that the bottom voids in the heavier stone aggregate

subsequent courses should not be rolled when the subgrade is soft, or when the rolling causes a wave-like motion in the course.

Foundation Course

Over the inverted choke course or subgrade there should be placed a foundation course, for the surface course, of crushed limestone or slag and screenings, or gravel of coarse and fine grade. The coarse limestone or slag aggregate should be No. 12 size or No. 2 size of the U. S. Standard Sieve Series ranging in size: (No. 12) from $3\frac{1}{2}$ inches to $1\frac{1}{2}$ inches; or (No. 2) from $2\frac{1}{2}$ inches to $1\frac{1}{2}$ inches in size. The fine aggregate to be used as filler should consist of screenings ranging in size from $\frac{1}{2}$ inch down, with 10 to 30 per cent passing the No. 100 mesh sieve. If the coarse aggregate is gravel, it should range in size from $1\frac{1}{2}$ inches down with a maximum of 75 per cent passing through a $\frac{1}{4}$ -inch sieve, from 10 to 20 per cent through the No. 100 mesh sieve, and not over 8 per cent through the No. 200 mesh sieve.

The water-bound macadam base course should be four inches in depth after compaction to the lines and grades



gate to be added above will be filled. After spreading, the material should, if necessary, be watered sufficiently to secure satisfactory compaction—accomplished by means of a three-wheeled general purpose roller or tandem roller weighing not less than five tons nor more than ten tons. Places inaccessible to the power roller should be thoroughly compacted with hand or other acceptable tampers. This and

shown on the plans. The aggregate should be uniformly spread by acceptable methods to the loose stone depth requirements, and then compacted with three-wheeled general purpose rollers or three-wheeled finishing rollers weighing not less than ten tons. This unfilled aggregate course of limestone or slag should be rolled only sufficiently to obtain maximum keying. Each one thousand square yards of this

compacted course should receive not less than twelve hours of actual rolling time.

After the limestone or slag aggregate has been given the initial keying, the fine aggregate or screenings should be applied gradually over the surface, during the filling process of rolling or vibrating, in such an amount as will completely fill the interstices. The screenings should not be dumped in piles on the surface of the aggregate, but should be spread by approved mechanical spreaders or applied gradually over the surface with a spreading motion of a square point shovel and swept into the course in such an amount as will completely fill all voids.

The finishing can be effected with a roller or vibratory unit, equipped with a broom of an approved type, while the screenings are being spread, so that a jarring effect will aid them in settling to the bottom. If the screenings are in a wet or damp condition they should not be rolled, vibrated or broomed until the surface of the particles has dried off. The spreading and rolling should be prosecuted in sections not to exceed in area that which can be filled and rolled within one day's operations, and should continue until no more screenings will go in dry. If rainfall appears likely, the area should be lessened to that which can be filled and rolled prior to the rain. No excess of screenings should be used before applying water.

Immediately after the voids of a section have been filled with screenings, the macadam should be sprinkled until saturated, the sprinkler being followed by the roller. More screenings should be added if necessary. The sprinkling, sweeping and rolling should continue until a grout has been formed of the screenings and water that will fill all voids and will form a wave of grout before the wheels of the roller. The macadam should be puddled as many times as may be necessary to secure satisfactory results. When a section has been thoroughly filled and grouted, such section should be left to dry out. The finished surface of the course should conform so nearly to that indicated on the project plans that it will nowhere vary more than half an inch from a ten foot straight edge applied to the surface.

The surface of the base course should be maintained in its finished condition until the surface course or pavement is placed on it. During the construction of the base course, when the temperature is below 40° F., the surface of the course should be protected against freezing—for a period of twenty-four hours after the water binding has been completed—by a sufficient covering of straw or other approved method.

When the stone, slag or gravel water-bound macadam base course has been completed, it should be thoroughly swept until the embedded aggregate composing the macadam is exposed but not dislodged, and this surface or portions to be primed must be thoroughly dry. For surface areas under five thousand square yards, mechanical cleaning or sweeping equipment need not be required but may be performed with scrapers, shovels, and hand brooms.

Prime Coat

After the surface has been thoroughly cleaned, and when in a warm dry condition, a prime coat of medium curing

liquid asphalt of MC-2, having a penetration at 25° C. of 100-200, should be applied in one or more uniform applications by means of heating and distributing equipment at the rate of two-tenths gallons per square yard. The Fahrenheit temperature of the bituminous material at the time of application should be within the limits of a minimum 125° F. and maximum 225° F. The bituminous material should be heated to application temperature by means of a tank car heater or booster, and should not be heated with free steam. No bituminous material should be applied when the temperature of the atmosphere is below 50° F., nor when the air temperature within the preceding twenty-four hours has been below 40° F. or lower.

The surfaces of all structures or adjacent construction to the surface area to be prime coated should be protected by

COMPOSITION—TYPE "C" WEARING COURSE "FINE TEXTURE"			
PASSING SIEVE	RETAINED ON SIEVE	PERCENT	
		MINIMUM	MAXIMUM
3/8 INCH	1/4 INCH	0	5
1/4 INCH	NUMBER 4	20	40
NUMBER 4	NUMBER 6	0	30
NUMBER 6	NUMBER 8	0	10
NUMBER 8	NUMBER 16	5	20
NUMBER 16	NUMBER 30	8	30
NUMBER 30	NUMBER 100	1	15
NUMBER 100	NUMBER 200	1	7
NUMBER 200		0	5
BITUMEN		7	10
TOTAL RETAINED ON NUMBER 6		45	35

a satisfactory method or device to prevent their being marred or defaced during application of the prime coat. When necessary to prevent tracking or picking up of the bituminous material, a sand cover of two to five pounds per square yard should be applied immediately after the prime coat.

Wearing Course

We now come to the "wearing course" and, in Cleveland, we prefer the use of a hot-mixed, hot-laid asphaltic concrete, known as State of Ohio, Department of Highways, Specification T-50, Type C (Fine Texture). This course is constructed on the prepared base, in accordance with these specifications and in conformity with the lines, grades, designed thickness and typical cross sections shown on the project plans. We standardize in the construction of this final or wearing course, and it is spread as a 1½-inch-thick course.

At this point I shall generalize since the detailed specifications for the construction methods in the preparation of hot-mixed, hot-laid asphaltic concrete are lengthy and cover: the batch or mixing plant; the field laboratory; the preparation of aggregates; the preparation of the asphalt cement; the preparation of mixtures and temperature control; cleaning of base; forms and supports for spreading; transportation and spreading of mixtures; spreading and finishing; transverse joints; gutter seal; small tools and portable equipment; surface tolerances; protection of wearing course; and requirements for smoothness. Again, one should follow the local highway specifications for the equal of the State of Ohio, Department of Highways, T-50

(Bureau of Public Roads—Class I), Type “C” Wearing Course (Fine Texture).

In general the asphaltic concrete used for the wearing surface course should consist of an intimate mixture of coarse and fine mineral aggregate and asphaltic cement incorporated together by the hot-mix method. The asphaltic cement should have a penetration at 25° C. of 70 to 80 for either asphalt produced by distilling and refining of petroleum or that produced by refined and fluxed Trinidad Lake asphalt. The asphalt cement should be free from coal tar pitch or any of its derivatives. It should be homogeneous and free from water. The composition by weight of the mix should be within the range limits indicated in *Plate B*.

To maintain sufficient film thickness, to secure the maximum per cent of asphalt that the grading of the aggregate will carry, to insure that the asphalt is not overheated (no asphalt should be used while “foaming”), and to provide a mixture which may be satisfactorily spread and finished, the contractor should adjust the temperatures of hot-mixed asphalt concrete mixtures within reasonable and workable limits below 325° F. In fact, all asphalt cement heated beyond 375° F. at the plant before mixing or heated beyond 325° F. during the mixing should be rejected.

The asphaltic cement mixture should not be placed nor spread when the prepared base course is unduly wet or when weather conditions prevent proper spreading, finishing or compaction. As a rule of thumb, no asphaltic concrete should be placed between October 31 and May 15 or in temperatures below 50° F. Immediately prior to the placing of the surface mixture, the base should be thoroughly cleaned of all soil or loose and foreign materials.

Adjacent abutting vertical construction, such as buildings, walls or curbs, should be thoroughly painted with hot asphalt cement or asphalt emulsion to a greater depth than the thickness of the surface or wearing course. Care must be exercised so as not to stain adjacent surfaces above the pavement.

The asphaltic concrete should be spread and finished by means of mechanical self-powered pavers, approved spreaders, or acceptable hand methods. Areas inaccessible to standard rolling equipment or which cannot be properly compacted with standard rolling equipment should be thoroughly compacted by the use of tamps meeting the approval of those in charge. Longitudinal and transverse joints should be made in a careful manner. Well bonded and sealed joints are required, and all joints should be painted with the same hot asphalt cement contained in the mixture before placing adjacent asphaltic concrete.

Care should be exercised by the contractor to secure a true and uniform alignment and grade along outside edges of the pavement. If necessary, to secure such results, wood or steel forms should be provided and firmly staked in place.

The wearing course should be finished one-half inch above the top of adjacent flush construction, forms or curbs in order that proper compaction can be obtained.

After spreading, the mixture should be thoroughly and uniformly compacted by rolling when the material has the proper temperature for rolling and when the rolling does

not cause undue displacement or checking. The required rolling should be completed with tandem rollers weighing from five to ten tons while the material is at a temperature at which the proper compaction can be secured. To prevent adhesion of asphalt, the rolls should be kept moist, but an excess of water must not be used. In areas adjacent to buildings, equipment or other places inaccessible to a roller, the required compression should be secured with hot hand-tamps.

Should any depressions remain after the final compaction has been obtained, the surface course mixture should be removed to such extent as directed and satisfactorily replaced by new material, or the low area may be reheated with a surface heater and new materials added in sufficient amount to form a true and even surface.

All high spots or high joints slightly exceeding the requirements for smoothness should be removed by the use of such power driven surface grinders as do not tear or crack the aggregate in the composition or otherwise damage the finished product.

The correction or adjustment of surface irregularities are understood to be only for isolated or occasional unavoidable cases and any equipment or method of placing, finishing or compacting the mixture that causes such irregularities should be discarded or corrected at once. All pavement areas showing excessive irregularities should be removed and replaced.

The finished wearing course should not vary more than one-quarter inch from a templet cut to the cross section of the course and as applied parallel to the centerline or water flow line of the pavement. Any irregularity of the surface exceeding the above limits should be corrected. Such portions of the completed pavement as are defective in surface compression or composition, or that do not comply with the requirements of the specifications, should be taken up, removed and replaced with suitable material and properly laid in accordance with the specifications at the expense of the contractor.

After the completion of the wearing course, no traffic should be permitted on any portion of the completed hot-mixed asphaltic concrete pavement until it has cooled sufficiently, and in no case in less than six hours.

Seal Coat

After the wearing course has been complete as above described, experience has proved that it is advisable to seal coat the surface after all the fencing and equipment has been installed and before game lines are painted on the pavement. The seal coating of an asphaltic playground pavement is a must in order to protect against accelerated deterioration. The playground surface, unlike a street pavement, gets little or no rolling traffic (kneading action) to keep the pavement sealed and alive. It is also an established fact that asphaltic paving materials are subject to accelerated deterioration: from exposure to sunlight (actinic rays of the sun) in combination with the lack of surface annealing forces; from water which is absorbed in the pores of the pavement and in the hair line cracks which develop during both the rolling

and the aging of the pavement; from maintenance vehicle oil and gasoline drippings; and from various acids including lactic acid. These deteriorating factors are present in varying degrees on every playground surface and can lead to serious maintenance problems and, whether large or small, can be continuous and expensive. To make absolute provision against accelerated deterioration of the asphaltic wearing surface, it is recommended that a water emulsion seal coat of coal tar pitch, such as Jennite "J-16," be applied to the surface.

A high-grade water emulsion seal coat of coal tar pitch of proven durability and experience record will double the life of the asphaltic playground surface, as it seals in the volatile materials and makes the pavement impervious to water. It also provides a tough and durable wearing surface, greatly reduces the abrasive condition of the typical weathered asphaltic surface, and gives a uniform black satiny finish to the finished playground pavement. Asphalt surfaces after a few months of use are naturally of a gray color.

Several types of seal coat materials are available. Standard liquid asphalt, which is used as a binder in the asphaltic pavement, has some waterproofing value but is of short life because of oxidation and its failure to counteract solvents. The material is slow in curing, tacky and must be sanded if used. There are synthetic resins which are unaffected, coal tar pitch dispersions of inflammable nature which have not fully proven to be irreversible, and then the best, the water emulsion coal tar pitches of an irreversible nature.

The water emulsion seal coat product as used by the City of Cleveland on its park, zoo, airport and recreation area asphaltic pavement surfaces is in our opinion a proven product. When properly applied according to the manufacturer's specifications, it assures an impervious and solvent-resistant surface, has no flow point at any temperature (does not get sticky when warm, nor crack when cold), assures the use of pavement within twelve to twenty-four hours, is easy to apply, requires no heating (it is applied cold just as it comes from the package), is non-inflammable and can therefore be safely stored as a maintenance item, can be brushed, sprayed or squeegeed with inexpensive equipment, and can be applied with regular maintenance crews. It can be specified as follows:

The asphaltic pavement area should be swept thoroughly by hand or power broom, then flushed with clean water to remove all small particles of imbedded foreign matter. Accumulations of oil or grease should be scraped off the pavement; then this section should be cleaned with a strong caustic solution, the residue of which should be thoroughly flushed away with clean water before application of the seal coat. Areas that are cleaned should be seal coated the same day; otherwise it will be necessary to clean the same area the following day before applying the seal coat material.

Concrete surfaces or other structures should be protected by satisfactory methods or devices to prevent their being marred or stained during the application of the seal coat. The contractor should clean off any seal coat from above grade surfaces or structures so defaced.

The seal coat material should be a water emulsion coal tar pitch, Jennite "J-16," or approved equal with a field performance record of a minimum of five years. The bidder must: (1) state the brand name of the seal coat product he intends to use, along with a statement that the product meets all provisions of the material specifications; (2) the product's square yard coverage in gallons for a two-coat application; and (3) submit an affidavit regarding field performance of the product, giving name and location of previous job or jobs, the date installed and such other pertinent information as may be required.

The seal coat material should be thoroughly agitated in its container as received, preferably by power mixer or with mortar hoe, or as prescribed by the manufacturer, so that homogeneous consistency of all seal coat in the container is assured for proper application. No adulterants of any nature should be added nor should the product be heated before application.

On the prepared surface the seal coat should be applied as per the manufacturer's prescribed recommendations. Two uniform coatings of the seal coat should be applied at a total thickness as prescribed for the manufacturer's product, or equivalent to that provided by two gallons of "J-16" per one hundred square feet or .18 gallons per square yard. After the first coat has set, the second uniform application of the seal coat should be applied *cross-wise* to the first application.

Generally, applications may be made by long handled twenty-four-inch medium-soft rubber squeegee or long handled twenty-four-inch nylon brushes. Allow the seal coat to cure at least twelve hours before opening pavement to playground use.

The seal coat should not be applied when weather is foggy or rainy (ideal relative humidity is 55 per cent) or when atmospheric temperature is below 45° F. (ideal atmospheric temperature is 77° F.) or as prescribed by the manufacturer.

Conclusion

In conclusion, it must be emphatically pointed out that roads and vehicular pavements, because of the constant traffic rolling over the surfaces, keep the pavement sealed and resilient. The constant rolling pressure of tires has a kneading action on the asphaltic material which is beneficial. Without question the more rolling action an asphaltic concrete pavement receives, the better the surface and life of the pavement; conversely, the less traffic the pavement receives, the more it needs seal coating and compacting. Through trial and error, which adds up to experience, we in Cleveland have decided that our highly satisfactory asphaltic playground surfaces should be rolled with a three- to five-ton roller at least once each season after the pavement has been thoroughly heated by the summer sun and during the hot spells.

I again admonish the user that this text and sketch are for guide purpose only. If you are a neophyte, by all means retain a qualified consultant or designer for your project drawings and contract specifications for all phases in the development of places to play.

Legal Provisions

The California State Department of Education, through its Department of Health Education, Physical Education and Recreation, has issued a comprehensive bulletin entitled "Joint Contractual Agreements for Recreation." It includes legal provisions authorizing such arrangements and samples of agreements now in effect in a large number of California cities and counties. The need for joint planning is indicated as follows:

Increased cost of land and developmental sites, buildings and facilities, and personnel and leadership in recent years demand strict and careful conservation of the taxpayer's dollar. While it is true that various governing bodies must plan and construct certain facilities peculiar only to their own use, it is also very true that a great number of the proposed items suggested above could never be provided by a single agency or governing body. Even if provision for some of these facilities and programs is undertaken by a single governing body, the very limited available funds might inhibit or restrict their construction or development, thus only temporarily providing services or facilities which may be deemed totally inadequate to meet the community needs of the future. The smaller the community the more apparent it becomes to make every effort to approach and attempt to solve community problems with this point of view. Since various agencies and governing bodies have primary responsibility to certain segments of the citizenry, at least at certain times, development of programs and

facilities by single agencies often tends to make only partial or part-time use and consequent waste of potentially useful assets to the community.

In the development of a total community recreation program, every possible means of support and finance should be enlisted for the common good. Recreation and community services are a responsibility of a varied group of agencies and governing bodies. The modern community-school is an indispensable segment of this solution to community problems. Notable in California have been recent trends toward joint planning and development of sites for school playground use and instruction, as well as adjoining city development of park and recreational sites. This alleviates the necessity of either providing larger acreage and facilities, to the end that both may be used for the year-round maximum service to young and old of the area. Very noteworthy also is the trend for city government to join with school districts in the construction of adequate swimming pool facilities, to the end that priorities of instruction, water safety, and recreation may not be displaced by overbalance of facilities for only the highly skilled. Since schools need to provide instruction to all students at both elementary and secondary levels, as well as to provide for recreation and competition at the secondary level, for all

but the summer months, and since school districts already have maintenance and sanitation staffs available for proper care of swimming pools, it would be advisable to place new swimming pools on school property. With joint planning and financing it is then possible for the other recreation agencies to utilize this more adequate facility for night, holiday, weekend and summer use to insure maximum value to the community.

Noteworthy also is the trend to build school facilities to include features for social recreation such as kitchenettes, recreation rooms, multi-purpose and combination facilities for cafeteria, auditorium, library, and physical education. These features are thus readily available, through joint agreement, to other community agencies charged with responsibility to youth and adults. Provision of outside access to rest rooms and toilets, showers and dressing rooms has reduced the necessity of building separate units at greater public expense.

California has been keeping pace with the rest of the nation, if not actually affording leadership, in this noteworthy development. Leadership of all community and area governing bodies in the future should carefully examine every possible opportunity for joint planning, to the end that needs of citizens of all ages will be served in the most economical way possible.

Build NEW Leadership

James D. Gordon

ON many occasions public recreational agencies moan under the burden of increasing the scope of their program and serving more people with no appreciable increase in the budget for additional leadership. Mention volunteers and the executive and his assistants sigh "not dependable," "not worth the trouble," or other such statements to this point. Too often municipal departments miss out in an area of cooperation with local colleges, whereby the students in the various departments can render community service, gain valuable experience working with groups, and receive full or partial credit.

This article deals with supervision of students from Morgan State College in Baltimore under just such an arrangement. All of these students are in the department of education of the school, which is committed "to the task of training students who intend to become secondary school teachers." This phase of the work (laboratory experience) is designated as community participation, and is part of Education 202. Each student is required to complete twenty-five hours as a minimum, almost assuring regular attendance. This gave us 250 hours of additional leadership one semester and 285 the next. Right away you can realize how this relieves the regular staff to tackle difficult problems, explore new program facets, and to provide the intense program of community recreation needed in an area of this type.

Students are referred from the school to the senior supervisor who in turn makes assignments to the various centers based on residence, listed skills, and major field of study. This first step insures, to a degree, convenience and maximum utilization of the student. At this point the center directors enter the picture in the role of "field supervisors" to arrange interviews with the students assigned to their respective centers.

Primarily, supervision must be an educative relationship, and the quality of the relationship and the tone is set during

the initial interview with the student. He must be made to feel at ease. This sometimes taxes the supervisor's or center director's interviewing skill, yet its importance is worth the time and effort. Among other things, the first contact should bring out the student's recreational interests and something of his background.

After the interview we find it best to have a field-work orientation period in the center where the student will work. As there are normally seven to ten students, we use the group basis and try to do it in one session. The orientation period covers: facts about the community, function of the agency, where to find supplies and other equipment, the role of the student leader, and methods of supervision and evaluation. Last and probably most important is the question and answer period during which the staff attempts to answer any of the students' questions. We also use this period to introduce the paid staff to the students, each of the former taking a topic for discussion.

At the orientation session two important things are given the student: an advisor from the center staff who becomes his pillar of inspiration and personal guide, and a folder which becomes his log book and road map. This folder actually is a major tool of supervision when properly used, for the student can review his work and plan his course of action; and the supervisor follows the student by reading it weekly and sometimes making notes and suggestions in it. We do not expect the student to keep narrative records for case or group work interpretation, but we ask them to record:

Date:Hours:Activity:
 What Happened (brief):
 Behavior Problem: Who?.....What?.....Possible Why?.....
 Plans for next session:.....Materials needed:.....

In a small measure this helps them to plan ahead and to understand what they are doing. Credit is allowed for time spent in report writing. This folder also serves as a basis for supervisory conferences with the student.

Other methods used in field supervision of these students:

1. Two group seminars a semester.
2. Periodic observation of the student's work.

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3. Monthly conference with the student.
4. Mid-semester evaluation.
5. Assisting the student in planning or conducting activities.

Throughout the semester close contact and cooperation is maintained between the college instructors and the field supervisor, through visits by the instructor. On one occasion the class instructor was recruited into a paper-craft project for St. Patrick's Day by a student he was supposed to be observing.

At the end of the semester the student reviews his "all important" folder, summarizes it (preferably on one page) and leaves his suggestions for improving our service. After this, field supervisor and student sit down for the final evaluation using the field report form designed by the school. This form is returned to the school, and it covers attendance, growth and development, inadequacies and strengths, student's attitudes and so on. Space is also allowed for grades and additional remarks.

Yes, we have had a great deal of success in using students as part of their course of study, but we feel it was due to five time-consuming items:

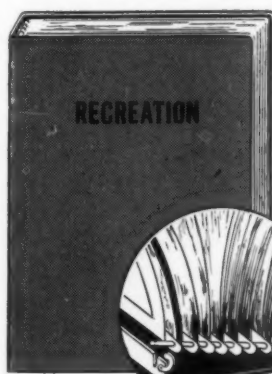
1. Careful interviewing and assignment.
2. A planned orientation.
3. Close cooperation between school and agency.
4. Supervision with emphasis on *vision* not *super*.
5. Harmonious relationship between paid staff and student leaders.

To the degree that you eliminate one of the items you

decrease the value of the program to the school, the agency, and the student. You see this is a two-way street and as the students and the school give so must the recreation agency. In other words, the success of community participation depends on the field supervisor first, then the cooperation between school and agency. You can understand how this works when you realize how important supervision is when viewed as an educational process; and the agency joins hands with the school to help the individual student.

The agency must provide opportunities for the student to work with young people, it must provide continuous professional supervision, it should give the student a chance to plan, counsel, lead and, possibly, handle the disciplinary problems. Last and most important, the agency should plan a program designed to give the teacher-to-be a practical knowledge of group processes. When these agency responsibilities are well met, our children will have better teachers tomorrow, the teachers of the future will have a new view of public recreation, less hostility, and the center patrons of today will get a better program.

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P E R S O N N E L

Orientation as a Phase of In-Service Training

Stephen H. Mahoney

There are but few individuals, if any, who would question the timeliness of the efforts which are being made to upgrade the recreation profession. Nor is there question but that the emphasis which is being placed on the training of the recreation worker is a major step toward the attainment of this objective. The studies and reports of national committees, the contributions of colleges and universities, the recommendations of professional organizations and, most potent of all, the combined efforts of all these groups, will tend toward the production of personnel who will improve the stature and influence of our profession.

In the field of training, particularly in the area of in-service training, there is a phase which frequently is either overlooked or given but minor or casual attention. This is the need for a thorough grounding of the individual worker in the basic knowledge of his position, or what we commonly call his orientation to his work. This idea is a result of a long experience as a recreation executive, and the conclusions which have been arrived at are from observations made during that time.

Proper orientation is a basic requisite for the recreation worker. It equips him with the knowledge and back-

ground which are essential to his own development, and it enhances his value to the organization of which he is a part. It bridges the span between the preparatory or pre-service training and in-service training which are necessary for his efficiency. It provides the tie which unites the members of the staff in a team effort toward the attainment of the desired goals.

The following brief outline is indicative of the information with which the new employee should be "indoctrinated."

The Background. We make a distinction here between the background of the recreation movement in general (history, development, philosophy), which it is assumed has been a part of the worker's preliminary training, and the local or particular background which pertains to the position he has assumed. It is quite important that he should know the circumstances and conditions which affected the organization of the department and the successive steps which have been taken in its development. He should be familiar, too, with the difficulties and obstacles which have been encountered in bringing the organization to its present status. This knowledge will serve to guide him as he progresses in his field of activity.

The Set-Up or Organization. Beginning with the legal procedure which brought the department into being, the new employee should be educated in

the authoritative structure of the unit of which he is becoming a part. He should be familiar with the local ordinances affecting the department, and he should have its organizational make-up definitely charted for him. He should have a clear picture of the priority of the respective phases in the structure, and should be aware of the powers, duties, and limitations of each. Manifestly, the acquisition of this fundamental knowledge should serve the individual throughout his tenure in the organization, not only at his initial level but in whatever position he may be placed later.

The Legal Aspects. Under this heading, we refer to the need of familiarity with both the legal background and the legal procedure which affect the routine of the worker's position. He should be made aware of the limitations which are placed on the department's authority as well as what powers are given it under the state, city, or town ordinances. He should be made aware of the instances in which the legal authority must be secured prior to inaugurating certain propositions and programs. He should have knowledge of the legal information affecting his position, regarding: the right to use public money for individual prizes; the right to charge fees for certain activities; the right to conduct programs on private areas; under what conditions recreational activities can be conducted on areas and facilities of other public departments; the circumstances under

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which the recreation worker can involve his department in liability or litigation.

The Standards and Objectives. While the underlying theory and philosophy of recreation may be quite uniform, it is, nevertheless, true that the operation of the program may be motivated by varied standards. If the standards set up by the local recreation authority are at variance with those of staff members, a conflict will become evident in the results obtained. Thus it is essential that the ideals and standards be uniformly adopted by the personnel of the organization. In like manner, the objectives which are sought in recreation may vary. Development of skills, wholesome use of leisure, character training, social and civic objectives, development of

leadership—these are some of the goals toward which recreation administrators direct their efforts. Toward which objectives the emphasis is beamed will determine both the policy and method.

On-the-Job Procedure. Under this caption, reference is made to the knowledge which is essential to the team work required for successful administration of the program. The procedure to be followed in the matter of relations with the public is an example of this. The proper channel of publicity is another example. The proper procedure for handling disciplinary cases; the treatment of accidents; the requisitioning of supplies and equipment—these are further illustrations of the need for uniformity among the individuals on the

recreation staff.

Added to these requirements should be a definite grounding in the more personal qualities expected to be found in the individual employee. His relations with fellow employees and with the patrons of the program, the responsibilities he is expected to assume, the initiative which he should demonstrate, and the loyalty to the organization he serves are illustrations of the qualities desired.

Orientation of the recreation worker in the basic objectives, requirements, and procedures involved in his position is not merely a desirable undertaking—it is a policy which pays dividends in producing more efficient employees and more effective administration.

Job Opportunities

• The Baltimore, Maryland, Civil Service Commission is recruiting applicants for a series of examinations for positions in the recreation field: director of community center—\$3675-4275; principal recreation leader—\$3360-3960; senior recreation leader—\$2995-3495; junior recreation leader—\$2415-2815. Applications will be accepted from persons who will meet the educational requirements by June 30, 1954. Arrangements will be made to have the examinations administered outside of Baltimore if applicant so requests. Application and full information may be obtained by contacting Mr. Thomas J. Murphy, Secretary, Civil Service Commission, City Hall, Baltimore 2, Maryland.

• The Detroit, Michigan, Civil Service Commission, 735 Randolph Street, is announcing an open-competitive examination for the positions of recreation instructor and junior recreation instructor, to be given on a continuing basis until further notice. There are no residence requirements. Salary range for recreation instructor is \$4455 to \$4910; and for junior recreation instructor it is \$4151 to \$4332. Additional information and application may be obtained by contacting the commission.

• The Wayne County Civil Service Commission, 2200 Cadillac Tower, Detroit, Michigan, is announcing an examination, to be given on a continuing basis until further notice, for recreational therapists at Wayne County General Hospital and Infirmary. Salary range is \$4177 to \$4297. Additional information and application can be obtained by contacting the commission.

• An opportunity is open for a qualified individual—recreation or physical education major preferred—to have charge of a newly organized recreational therapy program in a 1,600 bed state hospital. Starting salary is \$3587.52, with a maximum of \$4363.20. Write to Personnel Officer, Caro State Hospital for Epileptics, Caro, Michigan.

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People and Events

Honored

Leon C. Wheeler, executive secretary of Townsend Community Center in Richmond, Indiana, was given a testimonial dinner in Detroit recently.

Mr. Wheeler, who was the first Negro playground supervisor appointed by the Detroit department, directed Brewster Recreation Center there for sixteen years and retired from that post eight years ago. However, time and absence were not enough, in this case, to sever the affection and gratitude felt by the civic leaders of Detroit, and by the men who, as boys, were encouraged and inspired by Leon Wheeler to pursue professional, athletic, or artistic interests. Among the athletic greats once coached by him are Eddie Tolan, Joe Louis, Sugar Ray Robinson, Jesse Owens, and others, many of whom attended the banquet.

About a year after he left Detroit, he accepted the Brewster job in Richmond, choosing the most difficult of the five places suggested by the National Recreation Association because he felt that there he could "accomplish more." Since he has been in Richmond, he has helped organize the city-wide Human Relations Council and the United Organizations Council, has served as a member of the City Planning Committee, as vice-chairman of the Council of Social Agencies, chairman of the city-wide Recreation Committee, member of the board of directors of the Tuberculosis Association, member of the Governor's Committee on Youth and member of the Friends Service Job Opportunity Committee.

John Glover, chairman of the banquet, said, "Seldom does anyone in social work ever have a chance to evaluate the results. Leon Wheeler is one of the few and he should be proud of what he has accomplished. We're mighty proud of him."

Harold S. Morgan, director of municipal athletics in the Milwaukee department of recreation since 1923, has won the twenty-second annual Distinguished Service Award of the Milwaukee Cosmopolitan Club.

According to Dr. Fred Milke, club president, "The award is given annually to an outstanding citizen of Milwaukee County, who has performed service of exceptional civic value to the community. The contribution of time and talents well over and above the usual responsibilities is recognized."

Mr. Morgan has organized and directed harmonica bands in orphanages, organized a bicycle safety program and promoted bicycle hostel trips. The youth movements with which he has been involved are the National Youth Hostel, the YMCA Boys Work Committee, the Wisconsin Home and Farm School, Red Cross, Veteran's Administration, and many others.

Harold Morgan is indeed an outstanding citizen and we congratulate him for his thirty years of service and for having received the Distinguished Service Award.

Coming Events

February 1-5—Twenty-third National Convention of the American Camping Association, Hotel Statler, New York.

February 16-17—Annual Winter meeting of the Wisconsin Park and Recreation Society, Hotel Loraine, Madison, Wisconsin.

February 7-13—The Boy Scouts of America will celebrate their forty-fourth anniversary. The organization has reached an all-time high in a membership of more than 3,300,000 scouts and adult leaders. Since the movement was founded in 1910, there have been more

than 21,000,000 Americans identified with scouting.

Recent Appointments

James Bishop, director of recreation, Glendale, California; *Ernest V. Blohm*, recreation consultant and executive secretary of the State Inter-Agency Council for Recreation, Michigan; *Freda Bock*, assistant gym supervisor and recreation worker, Metropolitan Life Insurance Company, New York; *Frank H. Carpenter*, director of recreation, San Gabriel, California; *Robert B. Clarke*, assistant superintendent of recreation, Boise, Idaho; *Gridley K. Dorr*, State Hospital recreation therapist, California.

Roy E. Ellington, director of recreation, Valdese, Georgia; *Howard Gorman*, superintendent of recreation, Sodus, New York; *Arthur A. Greene*, program director, Booker T. Washington Center, Erie, Pennsylvania; *Hugh T. Henry*, assistant village manager, Maywood, Illinois; *James F. Herdic*, superintendent of recreation, Manchester, Connecticut; *Edmund F. Hoey*, assistant secretary, American Bowling Association, Chicago, Illinois; *Nellie M. James*, supervisor of girls and womens activities, Teaneck, New Jersey.

Ila McDonald, director teen-age activities, Wyandotte, Michigan; *Ronald Paige*, director parks and recreation, Monterey, California; *Beverly E. Rodenheber*, program director, Petersburg, Virginia; *Philip Schwartz*, State Hospital recreation therapist, Cambridge, Maryland; *Sue Sondheim*, girls worker, Colony House, Brooklyn, New York; *Harry Taylor*, director of recreation, Fort Worth, Texas; *Marion R. Taylor*, Second Army Special Services.

Hibbard Thatcher, group worker, Neighborhood Settlement Association, Cleveland, Ohio; *Kate L. Trent*, recreation worker, Riverside Hospital, New York; *Paul Uher*, superintendent of recreation, Hastings-on-Hudson, New York; *Blanca Ubieta*, girls recreation worker, Leak and Watts Children's Home, Yonkers, New York; *Austin J. Welch*, administrative assistant, National Catholic Community Services, Washington, D.C.; *Jim Yeager*, superintendent of parks, Lincoln, Nebraska.



On the Campus

College Activities

• The members of Calico and Boots, the Colorado University square dance club were hosts to about six hundred square and folk dancers from all corners of Colorado and from Wyoming and Nebraska during their seventh annual Western Hoedown. The two-day festival was held in November, in the university's new three-million-dollar student union memorial building.

This festival is one of several of its kind held during the school year. Each major college in Colorado has an active square dance club on its campus; each club sponsors an annual square-dance festival during the year. Some of the affairs are planned for one night only; the two-day festivals usually include an afternoon workshop during which new couple dances and square combinations are taught by visiting callers.

• A "Dawn Dance" is featured by St. Lawrence College, New York. This starts at 4 A.M.; instructors help with entertainment and with breakfast. A similar all-campus "Rise and Shine" party is held at State Teachers College, New Paltz, New York.

• A noon program, called "Melody Manner," has been set up by Ohio State Union, to introduce any professional entertainers who happen to be appearing in the neighborhood. The union obtains the permission of the musicians' union, and notifies the theatrical agent that the performance will be free.

"Recreational Music"

Because a recreation director needs a special background in music to make the best use of it in his program—whether it be on a playground or in a community center—the University of Illinois School of Music now offers "Recreational Music." This course is required of all recreation majors.

The instructor, Max Kaplan, is a member of both the department of sociology and the school of music. His students survey the types of musical activities available for recreation activities. They learn how these activities may be incorporated into other features of the recreation program, such as dramatics, arts and crafts, social events, festivals and pageants.

Deadline for Tolerance

Fraternities on the campus of Columbia University were given an edict last fall—that they must end discriminatory practices and admit all applicants on merit rather than race or religion by October 1, 1960. By that date all campus organizations must see that all discriminatory clauses have been removed from their constitutions.

Inventory of Colleges

A national inventory of colleges and universities reporting professional training in recreation is now underway. The study was approved by the National Advisory Committee on Recruitment, Training and Placement, of the National Recreation Association, at its annual meeting held during the Congress in Philadelphia. It is being made in order to bring up-to-date and to establish a more valuable list of colleges and universities reporting major curriculums in recreation.

Campus Briefs

• "The College Union Director and His Preparation" is the subject of a doctoral thesis, by Theodore Kohler of Columbia University, which has recently been completed. A survey of sixty unions was made to determine the duties of a college union director and the personal and professional qualifications necessary for such a position . . . Andrew Wolf, of Wisconsin University, has written on "Aims and Functions of College Union Programs."

• The old saying that human nature is best studied in a game of poker is receiving scientific investigation in a course conducted by Professor R. Creighton Buck, at the University of Wisconsin, in the theory of games. The more we know about the theory of games the more necessary it is to change our concepts of civilization. Military strategy, economics may be studied and developed on the basis of knowledge of games, as is seen in the U. S. Army's "operational research."

• Although college "unions" as centers of friendship and recreation for students have been increasingly popular, what appears to be the first course beamed toward union management

was introduced at Michigan State late in 1952. Preparation for management of residence halls and hospital management is included. Dr. Earl Thompson, long director of residence halls at the University of Illinois, organized the curriculum.

• Lettie Connell, graduate in recreation from San Francisco State College, is the voice of "Miss Busy Bee" in the "Brother Buzz" TV Show on the Coast and constructs many of the puppets used in the show. "Brother Buzz" received an award from Ohio State Institute.

Fellowships

In keeping with its policy of supporting activities which may contribute to international understanding, the Ford Foundation is initiating a program of scholarships and fellowships for young men and women of ability who wish to begin or to continue study of the Soviet Union or the peripheral Slavic and East European areas.

Further information and application forms are available from: The Ford Foundation, (Overseas Training and Research), 575 Madison Avenue, New York 22, New York.

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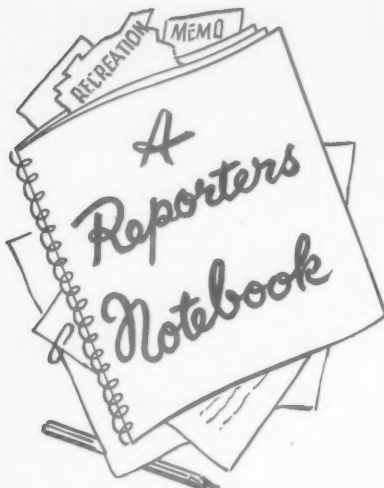
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New Party Service

A new service for the public has been added to the Menlo Park recreation department, California.

A file of party ideas has been made up by including ideas for games, decorations and some menus for seasonal parties, costume parties and parties with unusual themes. These ideas have been clipped from leading magazines and recreation publications and filed according to age and occasion. The ages range from pre-school through adult, including children, teens and young adult. Books and pamphlets of parties giving techniques are also in the file. Everyone is welcome to take advantage of this service; however, the files may not be taken from the office.

Delinquency in Japan

According to the *Asian Games Bulletin*, published in Manila, Japan is expected to send the largest delegation to the coming Second Asian Games in that country. Recent arrivals from Japan noted that the Japanese people "are one hundred per cent behind sports as a primary means of wiping out crime and juvenile delinquency." Tokyo, with a population of seven million, registers an all-time low in crime and delinquency because the people flock to the playgrounds more often than to movie houses or elsewhere. It was also learned that Japan is employing the most modern and latest sports facilities used in European and American countries.

Expansion

- Milwaukee plans to spend \$533,800 for playground construction and improvement during 1954 according to a report submitted by Clarence Beernink, coordinator of capital improvements.

Funds have been allotted for work at thirty playfields in all areas of the city. Among the major projects, Donald B. Dyer, director of the Department of

Municipal Recreation, announced the following: Cass Street playground, the construction of shelter building and toilets, improvement of grounds, lights, and apparatus. An amount of \$152,500 will be used for the purchase of real estate to enlarge four playgrounds and improve them. Most of the other projects are for surfacing, drainage, backstops, and lights.

- Following the dedication last July, of their new one-thousand-acre camping area on Sharpe Reservation, four miles from Fishkill, New York, the *Herald Tribune* Fresh Air Fund has announced plans for the construction of three new camps, with the eventual addition of two more. They state that their objectives are three-fold in the development of this area:

1. *Recreation*—The extension of our facilities to thousands of needy boys and girls from the crowded tenements of New York City. Each camp will accommodate 144 children for two-week periods, or total of 576 for summer.

2. *Conservation*—Through a cooperative plan with the Dutchess County Soil Conservation District, the area is to be carefully cultivated for land use, soil and water conservation. Good conservation practices are taught in the camping program.

3. *Beautification*—Through the work of our camp planner and our architect, each new structure will fit into the natural landscape and the entire area will be developed with a view to the aesthetic possibilities of natural terrain, water, and woodland.

Personal Note

- Mrs. Katrine Hooper, the new sponsor for the National Recreation Association in Dedham, Massachusetts, is a vivacious, widely versatile person whose creative activities rated a feature story by Kathleen Cannell in the *Christian Science Monitor* a couple of years ago. Said the *Monitor* in part:

"Spinning her multiple careers with the deftness of a juggler, dynamic Katrine Amory Hooper keeps on adding new activities without losing her balance. Perhaps this came from her long association with the dance, as performer, pedagogue, and producer.

"Or it may be because she's a Yankee from 'way back.' Mrs. Hooper combines teaching dance notation and history of art at Boston Conservatory of Music, Inc., with painting, writing, designing décors for stage and interior, happy homemaking and various social and civic duties. . . ."

Juvenile Delinquency

- "Juveniles Not a Problem in Berkeley," read the headlines of an article in the *Berkeley Daily Gazette*, November 20, 1953. A statement to this effect

had been made by Police Inspector A. E. Riedel who is a recognized juvenile authority in that city. It was prompted, he said, by recent articles in leading national magazines which reported that delinquency over the country is on the upswing. "The only mounting delinquency problem," he stated, "exists in the minds of adults who are looking for an excuse for their own shortcomings." He declared that youngsters now are no different from those when their elders were young, and that figures have swelled only because of improved statistical techniques. "Berkeley has no major problem of juvenile delinquency and never has had," he said. "Sure, we have a few juvenile delinquents, but we've always had them. This is nothing new or startling."

Actual statistics gathered by Berkeley's juvenile authorities over the past seven years show an increase in the number of cases of less than one per cent.

Mr. Riedel called for a "level-headed approach" to matters relating to juvenile delinquency. As to the future, he laid the responsibility squarely on parents' shoulders. "For many years there has been a continuous vigilance by police," he said. "Berkeley is an alert community and has provided good character-building agencies including recreational facilities and a fine educational program.

"It is up to Berkeley's future parents to accept their full obligation as citizens by continuing to provide these essential community elements which in turn provide a wholesome environment for growing youth."

- In Ayer, Massachusetts, according to the United Press in the New York *World-Telegram and Sun* of November 12, 1953, a small-town cop who was "a hellion myself once" has eliminated local juvenile delinquency by means of hobby clubs. He is Police Chief Ernest L. Downing, a World War I veteran and one-time semipro baseball pitcher. He has launched innumerable hobby groups among trouble makers instead of arresting them, using the help of high-school boys to find out what interests the culprit who has come to his attention. All members of the high-school football squad are his deputies, and any youngster in town may be made a special policeman for a special occasion.

According to the newspaper account, the chief offers the following five tips:

1. Keep every promise you make to a kid.
2. Show a youngster you're interested in him.
3. Get a boy outdoors. He's better off holding a fishing rod than a pool cue.
4. Teach a boy that a policeman is his friend.
5. Every boy is interested in something. Find out what it is and guide him in it.

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My title (or the type of recreation work I do) is:

Check for \$5.00 is enclosed.

Signed

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(City)

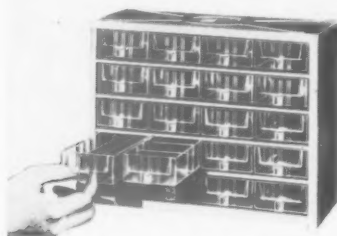
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MARKET NEWS

See-Thru Drawer Cabinet

A neat item which has recently come to our attention is an attractive steel cabinet with plastic see-thru drawers—a boon for hobby shops, craft rooms, offices, maintenance shops, stock rooms and any other places where a variety of small parts are used. The cabinets can be supplied in many different combinations to suit the user's exact requirements—models with from 8 to 128 drawers, large drawers, metal drawers, portable models with carrying handles,



and so on. Adjustable dividers—to separate the drawers into smaller sections either lengthwise or crosswise—and identification labels are furnished with some of the cabinets such as the one shown which is 10¼ inches high, 12½ inches wide, and 6 inches deep. Literature and additional information may be obtained from General Industrial Company, 5738 North Elston Avenue, Chicago 30.

New Rawlings Catalog

Just off the presses is Rawlings new 1954 spring and summer merchandise catalog. This attractive publication includes a complete listing of Rawlings baseball, softball, golf and tennis lines. Copies are available from your Rawlings dealer or from the Sales Promotion Department, Rawlings Sporting Goods Company, 2307 Lucas Avenue, St. Louis 3, Missouri.

Fast-Setting Cement

Por-Rok is a fast-setting cement for repairing holes and breaks in concrete floors and fastening machinery, hand rails, seats, and other equipment to concrete by means of anchor bolts. For information on this easy-to-use product, write Dept. R-27, the Hallemite Manufacturing Company, 2446 West 25th Street, Cleveland 13, Ohio.

Lawn Sprinkler

Nothing to pick up, wind up or carry are some of the features of a lawn sprinkler that automatically winds up the hose. Propelled by the water it spinkles, the Reel Sprinkler will follow a straight path, go around trees, bushes, corners and other obstacles or remain in a fixed position. Reel Sprinkler quietly and efficiently follows the course of your choice, winds up the hose and, when used with a shut-off valve, shuts itself off. Write the Reel Sprinkler Company, 1800 North Westwood Avenue, Toledo 7, Ohio, for descriptive folder.

Steel Landing Pier

This new Hussey "build it yourself" type of landing pier for fresh or salt water is stable, sturdy, long-lasting, attractive and low in cost. It is sectional, which makes possible any length or shape desired; adjustable, to compensate for uneven bottom and varying water heights; demountable, which makes it easy to install and take out. Free catalog of complete water sports



line available on request from Hussey Manufacturing Co., Inc., 7 Railroad Avenue, North Berwick, Maine.

Door Closers

A new informative brochure called "The Key To Selecting Door Closers" has been published by the Yale Lock and Hardware Division of The Yale & Towne Manufacturing Company, Stamford, Connecticut. Illustrations and detailed explanations of the workings of door closers, accessories, information on installation, back plates and finishes, and charts showing how to order the correct size are included in the brochure.

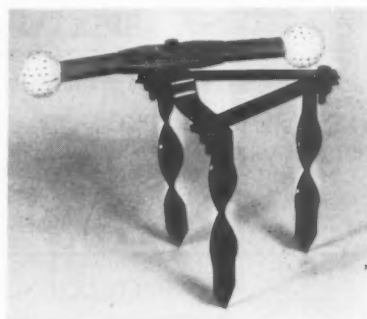
Padlocks

Newly improved stainless steel combination padlocks are now being of-

fered by Master Lock Company. Stainless steel is especially suitable for locker rooms because it is rust-resistant and will not corrode under humid locker room conditions. Added improvements include a case-hardened locking latch which is virtually impossible to shear, and a built-in "sound effect" designed to thwart the trick of "feeling" combinations. Write to the company at Milwaukee 45, Wisconsin, for brochure.

Golf Driving Range

The answer to the prayers of golfers and duffers is seen in a novel "driving range" introduced by Sunshine Sports, Inc., 7711 Hawthorne Avenue, Miami Beach, Florida. Known as Golfmaster, it has two golf balls permanently attached to a rubber cross-arm which



swivels on a rugged metal tripod that is anchored into the ground. While designed for outdoor use it can be easily affixed to a mat, permitting indoor use of Golfmaster.

Heavy-Duty Vacuum Cleaner

A heavy-duty industrial wet-dry vacuum cleaner that includes three versatile cleaning units in one machine (model BWD-18) has been introduced by the Clarke Sanding Machine Company, Muskegon, Michigan. For those hard-to-get-at places, the motor unit of the basic cleaner is removable and is used as a portable vacuum. The same motor unit is usable as a high-velocity blower for cleaning motors and machinery. A complete line of job-designed attachments for cleaning overhead equipment, walls, drapes, moldings, upholstery, radiators, carpeted or bare floors, and so on, is available for the new machine.

Books Received

BAJA CALIFORNIA, Ralph Hancock, Ray Haller, Mike McMahan, Frank Alvarado. Academy Publishers, 5299 Fountain Ave., Los Angeles 29. Pp. 179. \$5.00.

FAMILY FUN BOOK, THE, Helen and Larry Eisenberg. Association Press, New York 7. Pp. 188. \$2.95.

FOLLOW-UP STUDY OF THE RESULTS OF SOCIAL CASEWORK, A. Leonard S. Kogan, J. McVicker Hunt, Phyllis F. Bartelme. Family Service Association of America, 192 Lexington Ave., New York 16. Pp. 115. \$2.50.

HANDBOOK OF TOMORROW'S ANTIQUES, Carl W. Drepperd and Marjorie Matthews Smith. Thomas Y. Crowell Co., New York 16. Pp. 212. \$3.95.

HEALTH AND SAFETY PLAYS AND PROGRAMS, Aileen Fisher. Plays, Inc., 8 Arlington Street, Boston 16. Pp. 267. \$3.50.

HOW DO YOU BUILD A HOUSE? Margaret and Charles Mason. Sterling Publishing Co., New York 16. Pp. 60. \$2.00.

MOTELS, HOTELS, RESTAURANTS AND BARS. Architectural Record, 119 West 40th Street, New York 18. Pp. 216. \$6.95.

PHILANTHROPY'S ROLE IN CIVILIZATION, Arnaud C. Marts. Harper & Bros., New York 16. Pp. 206. \$3.00.

PROFESSIONAL PREPARATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION, Raymond Albert Snyder and Harry Alexander Scott. McGraw-Hill Book Co., Inc., New York 36. Pp. 421. \$5.50.

SING AND DANCE WITH THE PENNSYLVANIA DUTCH, Ruth L. Hausman. Edward B. Marks Music Corp., RCA Building, Radio City, New York. Pp. 112. \$2.00.

SOCIAL WELFARE FORUM, 1953, THE. (Official Proceedings, 80th Annual Meeting, National Conference of Social Work, 1953.) Columbia University Press, New York 27. Pp. 365. \$5.00.

TIN THINGS WE LIKE TO MAKE, Sherman R. Cook. The Bruce Publishing Co., Milwaukee 1, Wis. Pp. 105. \$2.75.

TREASURY OF THE WORLD'S COINS, Fred Reinfeld. Sterling Publishing Co., New York 16. Pp. 224. Popular edition \$2.95; library edition \$3.95.

WHAT TO DO WITH YOUR PRESCHOOLER, Lillian and Godfrey Frankel. Sterling Publishing Co., New York 16. Pp. 120. \$2.00.

WOODWORKING FOR THE HOME CRAFTSMAN, Emanuele Stieri. Barnes & Noble, Inc., New York 3. Pp. 376. \$1.50.

Pamphlets

CARE AND BREEDING OF BUDGIES, Cyril H. Rogers. Dover Publications, Inc., New York 19. Pp. 93. Paperbound \$.65; clothbound \$1.75.

CLOWN AND THE CIRCUS, THE, Conrad Seiler. Longmans, Green and Co., Inc., 55 Fifth Avenue, New York 3. Pp. 66. \$1.25.

FATHER, HEAR THY CHILDREN SING, Ruth Heller. Hall & McCreary Co., 434 S. Wabash Ave., Chicago 5. Pp. 80. \$1.50.

HOW CHILDREN GROW AND DEVELOP, Willard C. Olson and John Lewellen. Science Research Assoc., Inc., 57 West Grand Ave., Chicago 10. Pp. 48. \$.40.

HOW TO IMPROVE YOUR SOFTBALL, A. S. Barnes and Co., New York 16. Pp. 119. \$.50.

MODERN MARINA, THE. National Assoc. of Engine and Boat Mfgs., Inc., 420 Lexington Ave., New York 17. Pp. 61. \$1.00.

MUSIC IN INDUSTRY. American Music Conference, 332 South Michigan Ave., Chicago 4. Pp. 22. Free.

1953-54 OFFICIAL GUIDE & RULE BOOK OF THE AMATEUR HOCKEY ASSOCIATION OF THE UNITED STATES. Philip E. M. Thompson, 2309 Boardwalk, Atlantic City, N. J. Pp. 144. \$.50.

OUT OF THE DARK. 1953 Annual Report. The National Society for Crippled Children and Adults, Inc., 11 South La Salle Street, Chicago 3. Pp. 48. Free.

PUBLIC RECREATION AS A MUNICIPAL SERVICE IN ALABAMA, Robert Daland. The Alabama League of Municipalities, 24 South Hull Street, Montgomery, Ala. Pp. 23. Free.

SELECTED MOTION PICTURES. Association Films, Inc., 347 Madison Ave., New York 17. Pp. 52. Free.

SUMMER PROGRAMS ON CALIFORNIA PLAYGROUNDS. The State Printing Office, Sacramento, Calif. Pp. 132. \$.75 (plus \$.02 tax for California addresses).

TALES OF SEVEN CITIES. National Citizens Committee for Educational Television, Ring Building, Washington 6, D. C. Pp. 37. Free.

TELL-TALES. Nursery Training School Alumnae Assoc., 355 Marlborough Street, Boston. Pp. 24. \$.40.

TV A NEW COMMUNITY RESOURCE. Wells Publishing Co., Leonia, N. J. Pp. 96. \$1.00.

UNDERSTANDING YOUR TEEN-AGER. Metropolitan Life Insurance Co., New York 10. Pp. 20. Free.

U. S. NAVY OCCUPATIONAL HANDBOOK FOR MEN. Bureau of Naval Personnel, Washington 25, D. C. Unpagged. Free.

YOUR GUIDE TO AIDS FOR PHYSICAL EDUCATION, ATHLETICS AND RECREATION. The Athletic Institute, 209 South State Street, Chicago 4. Pp. 31. Free.

Magazines

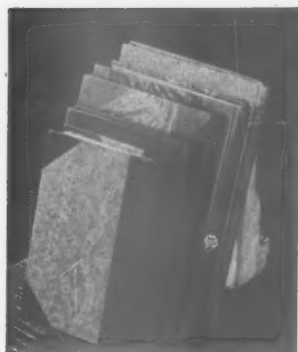
CAMPING MAGAZINE, December 1953
Camp Was Always An Adventure, Mary L. Northway.
Camping's Role in Civilian Defense, Arline Broy.
Outdoor Education—Fad or Fundamental?

JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION, December 1953
Education Goes Outdoor, Paul E. Harrison.
Leisuretime Sports Clubs, Mary B. Dabney.
Recreational Therapy, B. E. Phillips.

PARKS AND RECREATION, November 1953
Winter Sports in Municipalities, Charles E. Doell.
Winter Sports in Florida, Joe Brown.
Right to Bargain Collectively With Public Bodies, Phillip A. Lozowick.

PARK MAINTENANCE, November 1953
Unique Setup Puts State Parks Under Highway Division, C. H. Armstrong.
Fungicide Tests Prove Out for Leaf Disease Control.
Try Chlordane . . . Sure Killer for Turf Insects.
Find Effective Insecticides to Control Pine Needle Scale.
Plenty of Dock Space for Detroit.

TODAY'S HEALTH, December 1953
It Isn't "Second Childhood," John E. Eichenlaub, M.D.



new Publications

Covering the Leisure-time Field

Frontiers—Fun With Science For Camp Fire Girls

Camp Fire Girls, Incorporated, 16 East 48th Street, New York 17. Pp. 119. \$1.00.

This is one of the many books we wish we'd thought of first! It may have been prepared for Camp Fire Girls, bless their hearts!, but any club or recreation leader who doesn't get a copy is missing one of the finest collections of program material we've seen in a long time. Girls—and boys too—will love the new and interesting projects. Don't fail to get a copy. Highly recommended.—*Virginia Musselman*, Program Service, National Recreation Association.

Land and Water Trails

Ellsworth Jaeger. The Macmillan Company, New York 11. Pp. 227. \$2.95.

Ellsworth Jaeger, who is Hayes Professor of Science at the Buffalo Museum of Science, and who began his career as a commercial artist, is well known for his books, articles and lectures on nature subjects. He now writes a "how-to" book on the enjoyment of outdoor life which, as usual, is plentifully illustrated and effectively clarified with his helpful sketches. A "Water Travel" section deals with the sailing of an outrigger log, a raft, the handling of a canoe in various types of water (and canoe strokes), portaging, skiffs, scows, keelboats, flatboats. Other sections cover: saddle and bridle tips; knots and lashings; wilderness critters and critter signs, and even insect pests. Mr. Jaeger closes with a plea for the protection of America's wilderness. Any camper who is planning to travel in wild places will do well to own this book.

Your School Clubs

Nellie Zetta Thompson. E. P. Dutton and Company, Incorporated, New York 10. Pp. 317. \$3.50.

Leaders of club groups will be interested in the five hundred activities suggested and described in this how-to-do "guide for group leaders and members" in the planning of an effective club program. The book stresses activities which provide opportunity for individual initiative as well as for the identification of personal interests with group interests—through the democratic processes. By electing the kind of club they wish to have, gathering information, organizing projects, and participating in group discussion, students enjoy a satisfying democratic experience and achieve that sense of security which comes from belonging to a group.

Although slanting her material as a handbook for school clubs—teachers, administrators and leaders—the author presents much of value to the recreation leader in whatever setting. Of two previous books by Miss Thompson, *High Times* carries seven hundred suggestions for social activities. The *Library Journal* said of it: "A gold mine for all who work with teens."

Quizzeroo

K. V. Reed. Popular Mechanics Press, 200 East Ontario Street, Chicago 11. Pp. 110. \$1.00.

Quizzes are the things these days and more fun than a "barrel of monkeys"—especially for young adults or other adult groups. Without doubt, radio and television programs are responsible for their popularity and for the rash of quiz books now on the market. None of the latter is more practical than *Quizzeroo*, however, and many such publications are not as good—for use with groups. The questions included here are not too hard, for one thing, and are different enough under each topic to make the game really interesting, as well as exciting—with plenty of chances to win.

The first part of the book contains official rules and suggestions for con-

ducting quizzes for two or more persons, for playing quiz solitaire, and for keeping score. Several pages of coupons for quiz points are bound into the back. The game can be played in cars and trains, on picnics and hikes, on rainy days in camp, at parties—or in the home. It presents more than one dollar's worth of fun!

Math Is Fun

Joseph Degrazia. Emerson Books, Incorporated, 251 West 19th Street, New York 11. Pp. 159. \$2.75.

A book of brain teasers, tricks and puzzles for the mathematically minded! No knowledge beyond elementary algebra is required to solve most of them, and many call for only simple arithmetic. However, their solution does require ingenuity and original thinking. As, for instance: "If it takes a bicyclist four minutes to ride a mile against the wind but only three to return with the wind at his back, how long will it take him to ride a mile on a calm day? Three and a half minutes, you probably figure. Sorry, you are wrong."

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Recreation Leadership Courses

Sponsored by the National Recreation Association
and
Local Recreation Agencies

February and March 1954

HELEN M. DAUNCEY Social Recreation	Cleveland, Ohio February 15-18	Henry B. Ollendorff, Executive Director, The Neighborhood Settlement Association, 3754 Woodland Avenue
	Seattle, Washington March 1-4	Ben Evans, Director of Recreation, 100 Dexter Avenue
	Portland, Oregon March 8-11	Bureau of Parks and Public Recreation and Council of Social Agencies
	Pacific Northwest District March 15-April 1	W. H. Shumard, NRA District Representative, 2864 30th Avenue West, Seattle, Washington
ANNE LIVINGSTON Social Recreation	Fayetteville, North Carolina February 1-4	North Carolina Recreation Commission and Selwyn Orcutt, Superintendent of Recreation and Parks Department, 212 City Hall
	Mooresville, North Carolina February 8-11	North Carolina Recreation Commission and Miss Mae Crandall Superintendent of the Recreation Commission, War Memorial Community Building
	Emporia, Kansas March 22 & 23	James A. Peterson, Superintendent of Recreation
MILDRED SCANLON Social Recreation	St. Petersburg, Florida February 1-4	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Dade County, Florida February 8-12	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	West Palm Beach, Florida February 15-19	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Tampa, Florida February 22-26	Dr. Robert L. Fairing, Head, Department of Citizenship Training, General Extension Division of Florida, University of Florida, Gainesville
	Long Beach, California March 8-11	Walter L. Scott, Director of Municipal and School Recreation, Long Beach Recreation Commission, 235 E. 8th Street
	Hayward, California March 15-18	Hayward Area Park, Recreation and Parkway District, and Hayward Adult and Technical School
	Pacific Southwest District March 22-April 1	Lynn S. Rodney, NRA District Representative, Room 1009, 606 S. Hill Street, Los Angeles, California
	Sacramento, California February 8-11	James G. Mangan, Assistant Superintendent of Recreation
GRACE WALKER Creative Recreation	Oakland, California March 1-4	Jay M. Ver Lee, Superintendent of Recreation, Recreation Department
	Kansas City, Missouri March 8-11	Mrs. Verna Rensvold, Superintendent of Recreation, City Hall
	Williamston, North Carolina March 22-25	W. A. Holmes, Principal, E. J. Hayes School, Box 111
	Pasadena California March 8-11	Edward E. Bignell, Director of Recreation, Pasadena Department of Recreation, Jefferson Recreation Center, 1501 East Villa Street
FRANK A. STAPLES Arts and Crafts	King County, Washington March 15-25	Russell Porter, Community Recreation Supervisor, King County Park & Recreation Department, 612 County-City Building, Seattle

Miss Walker and Mr. Staples will attend the joint meeting of the California Recreation Conference and the NRA Pacific Southwest District Conference at Santa Rosa, California, February 14-17. Miss Dauncey will attend the NRA Pacific Northwest District Conference at Spokane, Washington, March 29-31.

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

RECREATION

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